

Workforce Innovation and Opportunity Act Local Plan for City and County of Honolulu

February 1, 2017 – June 30, 2020

**Submitted by
Oahu Workforce Development Board**



Department of Community Services
City and County of Honolulu
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Introduction

These guidelines direct the first local plan submitted by your county under the Workforce Innovation and Opportunity Act (WIOA). WIOA requires each local workforce development board (LWDB, local board or county board) to develop and submit, in partnership with the chief local elected official, a comprehensive four-year plan to the state. At the end of the first two-year period of the four-year local plan, each local board shall review the local plan and shall submit modifications to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the plan.

The WIOA four-year plan will be effective February 1, 2017 – June 30, 2020. The law emphasizes the importance of collaboration and transparency in the development and submission of the plan. Affected entities and the public must have an opportunity to provide input in the development of the plan. The local board must make the plan available through electronic means and in open meetings in order to ensure transparency to the public.

The LWDBs must provide leadership in assembling their plan. LWDBs also should seek broad stakeholder involvement in the development of their local plan. Local elected officials, local workforce development board members, core program partners and mandatory one-stop partners must be an integral part of the planning process. WIOA encourages an enhanced, integrated system by including new core programs in its planning and performance requirements. Each plan will address how the LWDB will coordinate service delivery with the new core programs of Vocational Rehabilitation and Adult Education.

Each LWDB's plan should be based on the current and projected needs of the workforce investment system, placing an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for job seekers, including those with disabilities, and employers. The plan must include an identification of the education and skill needs of the workforce and employment needs of the local area and include an analysis of the strengths and weaknesses of services to address these identified needs.

The assessment must include the best available information or evidence of effectiveness and performance information for specific service models as well as a plan to improve the effectiveness of such programs by adopting proven or promising practices as a part of the local vision. The LWDB should provide a complete view of the system-wide needs of the local workforce development area.

The plan must address how the LWDB will foster strategic alignment, improve service integration and ensure that the workforce system is industry-relevant, responding to the economic needs of the local workforce development area and matching employers with skilled workers. The local plan must lead to greater efficiencies by reducing duplication and maximizing financial and human resources. These plan guidelines require LWDBs to address current and future strategies and efficiencies to address the continuous improvement of Hawaii's workforce system and its focus on customer service excellence. This plan should align with the Hawaii Unified State Plan.

Plan Submission

Prior to plan submission, please ensure:

The local board has reviewed and approved the plan;

The board chair and the chief elected official have signed the signature page, and the original must be submitted to the Workforce Development Council by mail at:

Workforce Development Council

830 Punchbowl Street, Room 417

Honolulu, HI 96813

OR

An E-signed copy sent with the plan;

The submitted plan uses the structure and format provided;

The plan is one continuous and searchable PDF document that includes all attachments OR a Word document and attachments;

Responses to all questions are accurate and concise;

A table of contents with page numbers is included and each page of the plan is numbered; and

Text typed with a font size of 11 and no greater than 14 points.

Process of Local Plan Submission [WIOA, Pub. L. No. 113-128, Sec. 108(d) and (e)]:

PROCESS—Prior to the date on which the local board submits a local plan, the local board shall—

(1) make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media;

(2) Allow no fewer than 14 days and no more than 30 days for comments to the local board on the proposed local plan by members of the public, including representatives of business, representatives of labor organizations, and representatives of education, and

(3) include with the local plan any such comments that represent disagreement with the plan.

PLAN SUBMISSION AND APPROVAL—A submitted local plan (including a modification) shall be considered to be conditionally approved by the end of the 90-day period; unless a written determination during the 90-day period that—

(1) deficiencies in activities carried out under this subtitle or subtitle B have been identified, through audits conducted under WIOA Sec. 184 or otherwise, and the local area has not made acceptable progress in implementing corrective measures to address the deficiencies;

(2) the plan does not comply with the applicable provisions of WIOA; or

(3) the plan does not align with the State plan, including failing to provide for alignment of the core programs to support the strategy identified in the State plan in accordance with WIOA Sec. 102(b)(1)(E).

Important References

Hawaii Unified State Plan: <http://labor.hawaii.gov/wdc/reports/>

WIOA PUBLIC LAW 113-128: <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

WIOA Definitions: <https://labor.hawaii.gov/wdc/files/2013/01/Local-Plan-Definitions-061715.pdf>

City and County of Honolulu WIOA Local Plan

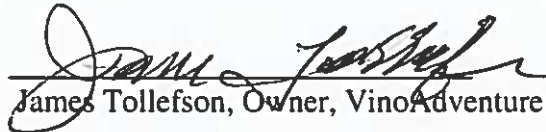
Signature Page

The County of Oahu and the Oahu Workforce Development Board submit this 2016-2020 plan to implement the Workforce Innovation and Opportunity Act of 2014.

We will operate in accordance with the plan and applicable federal and state laws, rules, and regulations.

Workforce Development Board Chair

Chief Elected Official


James Tollefson, Owner, VINO Adventure


Kirk Caldwell, Mayor, City and County of Honolulu

JAN 05 2017

Date

JAN 10 2017

Date

Section 1: Workforce and Economic Analysis

1.0 A description of the strategic planning elements consisting of:

1.1 An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

Comprehensive Economic Development Strategies (CEDS) Report (Synopsis for City and County of Honolulu)

The Hawaii CEDS process is an ongoing review of external opportunities and threats to Hawaii's economy. The process keeps its pulse on Hawaii's capabilities and limitations to ensure that adequate resources are available to capitalize on opportunities and mitigate threats that are priority for our State.

The economic analysis and planning of the Hawaii CEDS processes are predicated on cluster economic analysis. An economic cluster "is a group of firms, related economic actors, and institutions that are located near one another and that draw productive advantage from their mutual proximity and connections. They may be connected by functional relationships (e.g. suppliers and purchases, producer and distributors) or by competition for similar markets."¹

The economic analysis of the current economic environment in this synopsis of the local and statewide CEDS reports submitted to the U.S. Department of Commerce and Consumer Affairs and examines the current and short-term economic projections in Hawaii's individual counties and the State.

The economy of the City and County of Honolulu (Oahu) has a gross regional product of approximately \$56 billion (2013) and net exports of \$35 billion. Oahu's economy supports approximately 651,607 jobs (2015) that pay an average of \$54,513 in annual earnings.²

Oahu's economy has 12 traded clusters that are within the top 25% of all regions throughout the United States based on employment specialization. This suggests that these clusters are where businesses are employing higher numbers of workers in response to or in anticipation of consumer demand.

Tourism and construction continue to drive economic growth on Oahu. Tourism continued to grow in 2016, albeit at a more modest rate than in 2015. The length of stay by visitors was up in 2015 and average daily spending has increased.

¹ National Governors Association and the Council on Competitiveness, *Innovation America, Cluster-Based Strategies for Growing State Economies - CEDS*, 2016.

² Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMSI), Developer for the period of 2015 to 2020.

Traded Clusters³	Number of Industries	Number of Businesses w/Payroll in the County (Businesses)	Number Employed in Economic Cluster (Jobs)
Hospitality and Tourism	23	663	29,525
Transportation	11	153	9,419
Education	6	305	32,852
Insurance	8	178	5,288
Water Transportation	8	56	3,229
Electric Power Generation and Transmission	4	16	1,574
Performing Arts	7	111	5,039
Environmental Services	6	24	441
Apparel	5	60	990
Jewelry	1	17	439
Music	4	9	137
Footwear	2	n/a	60

“The reduction in growth (rate) next year is a reflection of capacity constraints... In addition, high room rates plus the continued strong dollar relative to the yen, and the Canadian and Aussie dollars, all suggest

that tourism will continue to contribute to growth but at an attenuated pace. Visitor expenditures will remain positive, but only modestly above the rate of inflation.”

Construction on Oahu will continue to grow with construction permits (leading indicator) suggesting pent-up demand for housing.

“Private construction permits and government contracts awarded are accelerating in 2015 to their highest growth since 2012. This confirms what we see on the ground and leads to optimism in 2016.”

“One constraint may be the labor market, where industry insiders say it’s increasingly difficult to find qualified workers, especially in the skilled trades. Many former construction workers found other, more steady jobs during the downturn. It seems hard to attract them back.”

Oahu has the highest population density in the State of Hawaii. Some of the contributing factors or impacts of the density are business and commerce, the seat of State government, Honolulu International Airport, the largest tourism lodging infrastructure, the largest proportion of higher education and K-12 institutions and the largest retail infrastructure.

It is clear that a large pool of Oahu’s workforce is in the government and services industries as a result of the commitments made in the 1960s and 1970s to developing the visitor industry of Hawaii through investments in infrastructure, policies and workforce. As Oahu continues to prosper in the visitor and

³ U.S. Cluster Mapping Project

military industry it is crucial that we make a dedicated pivot with our current clusters to innovate new programs and solutions that are scalable to have exportable impacts to other regions both national and international. Some of the key opportunities we see are in Renewable Energy production and distribution, Technical Skills Education, Smart Communities planning and implementation around transportation hubs, and the Pacific Digital Broadband Economy. In addition, there will be a push toward high wage jobs that are not necessarily predominant, but growing industries, such as technology.

Economic Analysis

In the City and County of Honolulu, employment needs described in this section are based on short- and long- term growth projections by occupational cluster and current and future job openings. This information infers an employment gap (or need) that the local workforce system will work to fill. Also referenced in this section are specific employment needs in terms of skills: i.e., technology skills training, general education and training, customer service skills, technical skills and soft skills.

City and County of Honolulu experienced an increase in the demand for workers by employers from 2009-2014:

Area	2009	2010	2011	2012	2013	2014
State of Hawaii	101,360	106,089	132,771	131,608	210,014	278,652
City and County of Honolulu	78,203	82,344	100,132	94,826	150,700	198,602

The occupations with the most job openings in City and County of Honolulu as of October 5, 2015:

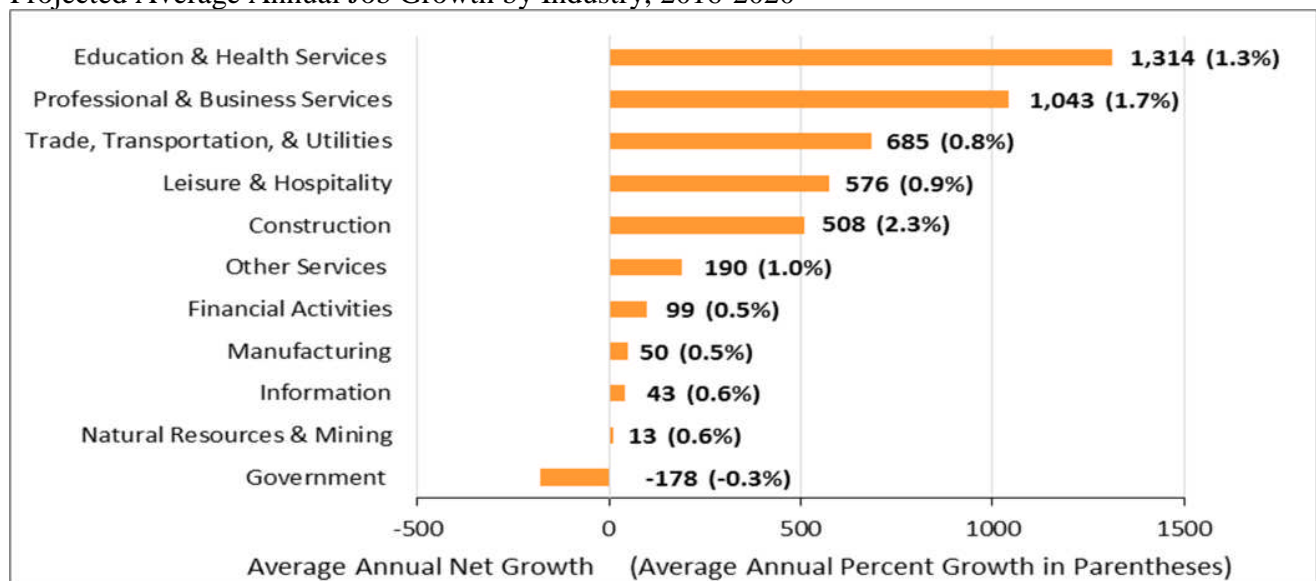


Short- and Long-term Job Growth Positive

Both short-term and long-term projections for Oahu predict positive growth. The short-term outlook points to a rebounding economy and forecasts an increase of approximately 1.4 percent annually. Growth over the long term will be slower and is projected to expand by 1.0 percent annually from 2016 to 2020.

The top five industries adding the most jobs will be: services; trade, transportation and utilities; leisure and hospitality; healthcare; and construction. Construction, which accounts for approximately five percent of the county's workforce, will provide the fastest rate of growth.

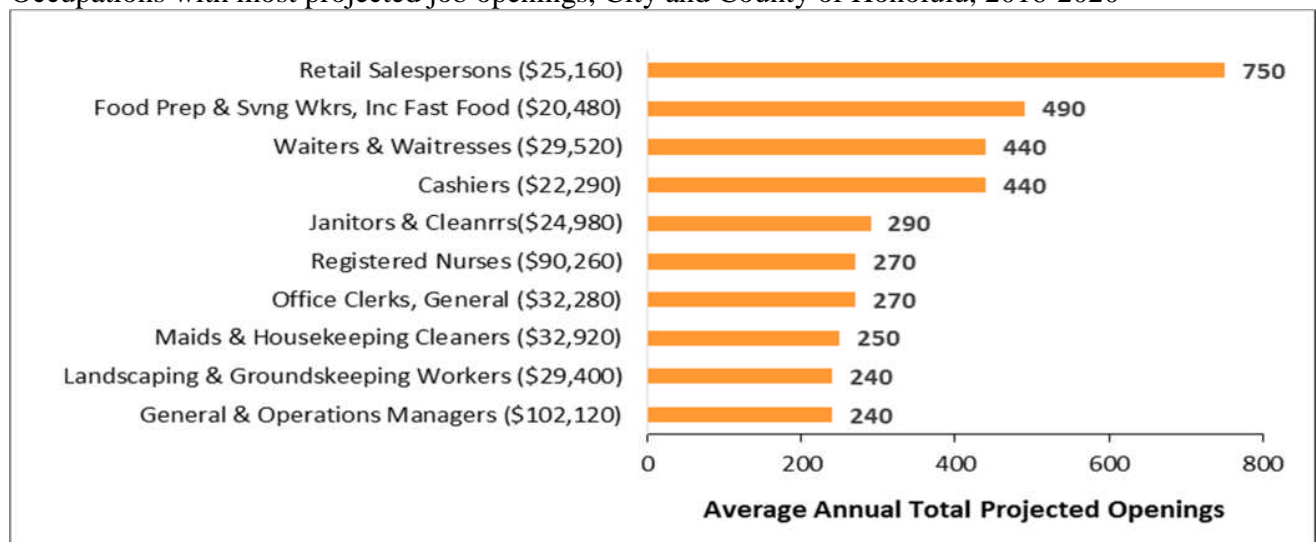
Projected Average Annual Job Growth by Industry, 2016-2020



One area of expected decline is in government jobs, which will experience a cutback in the Honolulu Metropolitan Statistical Area (MSA) only.

Many of the job openings for the short- and long-term will occur in entry level, transitional jobs. The ten occupations projected to have the most job openings in the long- and short-term future are large-sized occupations. Of the ten, the top eight require short-term on-the-job training. Registered nurses and general and operations managers require higher education and earn more than the statewide average of \$46,230.

Occupations with most projected job openings, City and County of Honolulu, 2016-2020



Short-term growth should outperform long-term growth as the economy moves forward and will continue to expand in the next few years. In the short-term, there will be increased demand in the education and

healthcare industries due to the push for educational reform by the current Administration and the aging population. The visitor industry will continue to rise. However, as occupancy rates hover around 80 percent, growth will proceed at a more moderate pace compared to the past few years. Gains within the visitor industry will positively impact retail trade, air and sightseeing transportation, and of course accommodations and food services. Visitor arrivals are expected to increase from places other than the U.S. and Japan, while occupancy rates and room rates are also going up. In addition, visitor spending is increasing, which bodes well for not only tourism but, in general, for the entire economy, too. Likewise, construction has been on the upswing, benefitting from residential high-rise projects and work on the rail system.

The long-term trend for growth in education and health services, in addition to trade, transportation, and utilities, echoes the forecast for short-term growth. The reasons are the same for both time periods, as tourism, and education and healthcare play a vital role in Oahu's economy. While unemployment rates continue to fall, administrative and support services are expected to benefit when the temporary help service agencies see increased demand by employers for temporary help. This is a sign that businesses may feel more confident to hire at least temporary help, if not permanent staff.

From 2016 to 2020, the large majority of Oahu's jobs will be derived from service occupations. This sector includes a broad spectrum of workers and employs between one-quarter to one-third of the island's workforce.

Occupational Employment and Growth, City and County of Honolulu, 2016-2020

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replacements	Total
Total, All Occupations	485,700	530,470	44,760	9.2%	4,740	11,550	16,290
Services	118,550	132,420	13,880	11.7%	1,400	3,370	4,760
Education, Legal, Community Service, Arts, & Media	57,170	62,480	5,310	9.3%	540	1,170	1,710
Management, Business, & Financial	60,060	64,820	4,760	7.9%	510	1,210	1,720
Construction & Extraction	23,840	28,030	4,190	17.6%	420	380	800
Healthcare Practitioners & Technical	23,110	26,300	3,190	13.8%	320	480	790
Transportation & Material Moving	28,460	31,640	3,190	11.2%	320	730	1,050
Office & Administrative Support	70,050	73,180	3,120	4.5%	460	1,500	1,950
Sales & Related	48,260	51,270	3,010	6.2%	310	1,460	1,770
Computer, Engineering, & Science	23,930	25,860	1,920	8.0%	220	520	740
Installation, Maintenance, & Repair	18,200	19,850	1,660	9.1%	170	420	590
Production	11,700	12,250	550	4.7%	70	260	330
Farming, Fishing, & Forestry	2,380	2,370	-10	-0.3%	0	70	70

The total number of jobs generated by replacement needs will exceed jobs created through growth opportunities. Three occupational groups - service; office and administrative support; and sales and related occupations will supply a large portion of the openings on Oahu.

The largest, major occupational group of service occupations has by far the largest employment and will provide the most gains. From 2016 to 2020, job growth in this group will significantly outpace all other groups, representing one-third of the total job advances. Service occupations encompass a wide range of jobs (healthcare support, protective service, food workers, and maintenance workers) with varying skills, education and training requirements, and employ approximately a quarter of the workforce. Approximately 32 percent of all job openings will be generated by this group.

In terms of percentage growth, the construction and extraction occupational group is projected to expand faster than the County average for all occupations, increasing by 19.7 percent. Growth in healthcare practitioners and technical occupations ranks second, followed by service occupations, at 14.6 percent and 12.0 percent, respectively – well above the County’s average growth rate of 9.8 percent.

The economic conditions for the technology and creative sectors are improving. There are more funding programs to help companies get to market or expand their production. Creative industries are having a surge and there are more training programs for entrepreneurs at the high school level. In addition, accelerated training programs for high school youth and adults are becoming popular, like DevLeague and other certificate programs.

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area (county), including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

Wide Range of Skills and Education Needed

To identify the kinds of skills and knowledge that individuals need to find current and future employment and that employers’ desire in their employees, a review of the largest annual openings by occupation is in order.

Skill Requirements of Jobs with the Most Job Openings, 2016-2020

Occupation	Skills	Abilities	Knowledge	Educ./Trng./ Work Exper.
Retail Salespersons	Active listening, persuasion, speaking, service orientation	Oral comprehension & expression, speech clarity & recognition, near vision, problem sensitivity	Customer & personal service, sales & marketing, English language, math	< HS/ Short-term OTJ trng./ No exper.
Waiters & Waitresses	Active listening, service orientation, social perceptiveness	Oral comprehension & expression, speech clarity & recognition, arm-hand steadiness, stamina	Customer & personal service, food production, English language	< HS/ Short-term OTJ trng./ No exper.
Food Preparation & Serving Workers	Active listening, monitoring, speaking, coordination, service orientation	Oral comprehension & expression, speech clarity & recognition, info ordering	Food production, English language, customer & personal service, math	< HS/ Short-term OTJ trng./ No exper.

Cashiers	Active listening, service orientation, speaking, mathematics	Oral expression & comprehension, near vision, speech recognition & clarity, info ordering	Customer & personal service, math, English language	< HS/ Short-term OTJ trng./ No exper.
Maids & Housekeeping Cleaners	Service orientation, coordination, active listening, monitoring, speaking	Extent flexibility, trunk strength, stamina, info ordering, near vision, oral comprehension, problem sensitivity	Customer & personal service, English language, public safety & security	< HS/ Short-term OTJ trng./ No exper.
Landscaping & Groundskeeping Workers	Operation & control, active listening, critical thinking, speaking	Arm-hand steadiness, multi-limb coordination, control precision, manual dexterity, near vision	Mechanical, English language, administration & mgmt., customer & personal service	< HS/ Short-term OTJ trng./ No exper.
Janitors & Cleaners	Critical thinking, active listening, coordination, social perceptiveness, speaking	Trunk strength, extent flexibility, manual dexterity, oral comprehension, static strength, near vision	Public safety & security, customer & personal service, chemistry	< HS/ Short-term OTJ trng./ No exper.
General Office Clerks	Active listening, reading comprehension, speaking, writing, social perceptiveness	Oral comprehension & expression, written comprehension, speech clarity & recognition	Clerical, customer & personal service, English, computers & electronics, math	HS or equiv./Short-term OTJ trng./ No exper.
Registered Nurses	Active listening, reading comprehension, critical thinking, instructing, speaking	Problem sensitivity, oral expression & comprehension, inductive & deductive reasoning	Medicine & dentistry, psychology, customer & personal service, English, biology	Associate's degree/No trng./ No exper.
General & Operations Managers	Active listening, mgmt. of personnel & time, judgment & decision making	Oral expression & comprehension, problem sensitivity, speech clarity & recognition	Admin. & mgmt., customer & personal service, English, law & govt.	Bachelor's degree/ No trng./ 5+ years exper.

Of the top ten occupations with the most annual openings, the top eight were primarily entry level positions requiring only basic skills and needed less than a month of training. Two of the occupations with the most openings involved food services jobs either as waiters and waitresses or food preparation workers. Retail sales jobs and cashiers were also plentiful. The skills for these types of jobs required predominantly active listening, speaking, service orientation, and social perceptiveness. As for knowledge, customer and personal service was critical and English played a strong role for those seeking employment in most of these positions. For the occupations dealing with food, food production was important. Of these eight occupations, a high school diploma was only necessary for general office clerks.

The top five occupations were tourist-related jobs that reflected the dominance of the visitor industry in Oahu's economy. Most of these positions are likely entry-level, requiring minimal to moderate training that is usually acquired on the job.

Two occupations – registered nurses and general and operations managers were among the high demand occupations on Oahu that required more advanced education, meaning an associate's degree or higher.

Therefore, not surprisingly, in addition to basic skills instruction, speaking, and critical thinking were deemed necessary skills for registered nurses, while general and operations managers required good judgment, decision making, and skills relating to the management of personnel and time. Along with these skills, knowledge specific to the job were necessary such as medical knowledge for nurses and knowledge of law and government were desirable attributes for general and operations managers.

Soft Skills Survey

In May 2015, the Research & Statistics Office conducted a soft skills survey of businesses that will aid in the development of training videos on soft skills, which are of increasing value to employers and are often undervalued and lack sufficient training.

The soft skills survey targeted four currently in-demand industries: Construction, Healthcare, Hospitality, and Information Technology (IT). Services such as job coaching, short-term classes, workshops, and training videos will be developed for the top four soft skills of each of the industries to prepare job applicants to be successful in these fields of work.

About 125 of the larger employers in each industry were surveyed and of the 500 total surveys mailed out, 225 or 45 percent sufficiently responded. Employers were asked to rank each soft skill from 1 to 10 in order of importance and the soft skill with the highest average ranking score was the most preferred.

Reviewing the soft skills collectively, *communication* was the only skill that ranked in the Top Four in all four industries. In fact, it registered as the most important skill in all industries except Construction, where it ranked third. *Listening* was also present in the Top Four of three industries (it was not in the list of skills for the Hospitality industry), ranking fourth in Construction, third in Healthcare, and tied for third in IT. An additional six soft skills made the Top Four list of at least one industry: *dependability/reliability*, *strong work ethic*, *empathy for patients*, *building customer relationships*, *teamwork*, and *problem-solving/decision-making*.

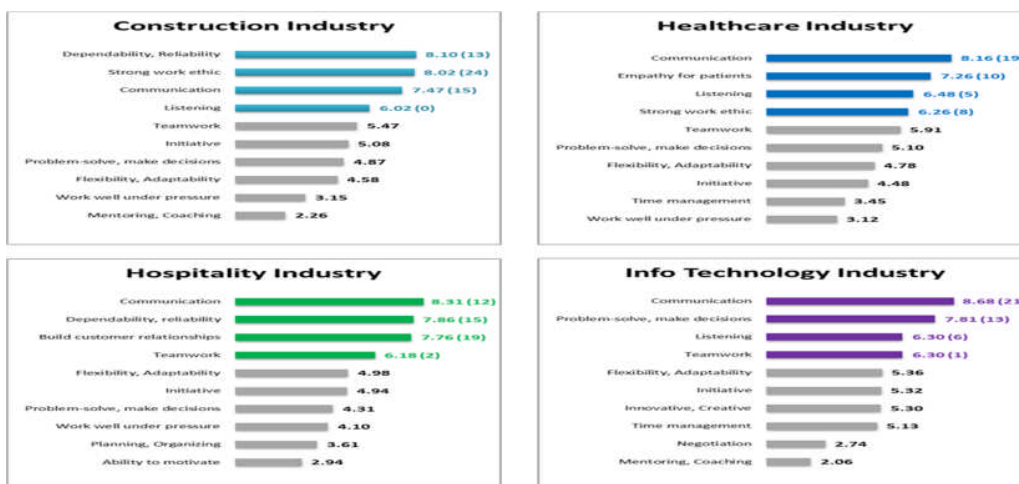
The following charts show the average ranking score for each soft skill in each industry. The amount of number 1 votes by employers are shown in parentheses. Note that a skill can have a higher average ranking score but have fewer number 1 rankings. For example: In the Construction industry survey, although *dependability/reliability* was the most important skill, it did not have the most number 1 votes. It received only 13, but it also garnered a significant amount of 2 and 3 rankings which boosted the average ranking score. *Strong work ethic* came in a close second, despite accumulating 24 number 1 rankings. It attracted a lot of number 2 votes but too few number 3 rankings.

Tools to Assess Employer Skill Needs

The Board will review the tools listed below to assess employer skill needs in FY17 and annually throughout the four-year period of the Local Plan to determine skill needs required to meet the employment needs in the City and County of Honolulu and ensure these skill needs are being addressed in education, training and support services programs provided through the local workforce development system.

- The Business Employment Dynamics (BED) Program, that analyzes longitudinal establishment micro-data from the Quarterly Census of Employment and Wages (QCEW) to generate measures of gross job gains and losses and establishment openings, expansions, contractions, and closings.
- The Census Bureau’s Local Employment Dynamics (LED) Partnership in which our LMI agency provides establishment and worker Unemployment Insurance (UI) records to the Census Bureau in exchange for unique, valuable indicators of the “employment flows” in states and areas through Quarterly Workforce Indicators, OnTheMap, and soon, the Job-to-Job Flows tool.
- The Census Bureau’s American Community Survey as a key source of workforce information, including TIGER files for geospatial identifiers.
- O*NET that is used to translate occupational information into skills information useful for education and training planning.

Average Ranking Score of Soft Skills for the Four Surveyed Industries
(amount of #1 votes by employers in parentheses)



Professional and Business Services – there is a need in this area for a more educated workforce, which is emphasized by the current Governor.

Education and Health Services - this is another area of concern in terms of Oahu’s ability to supply an adequately trained workforce. Through participation the State’s 2010 Health Skills Panel the University of Hawaii and other educational entities redesigned their training programs to meet the skill shortages.

The results of the 2010 Health Skills Panel indicated a shortage of soft skills (or employability skills) similar to skills referenced in the “Skills Ranking by Industry” diagram. These soft skills (communication, listening, work ethic, etc.) are commonly referenced by local employers as “skill needs” required to meet employment needs. The City and County of Honolulu workforce development system

has and will continue to focus education and training programs on development of soft skills by adding employability and work readiness components to service requirements of jobseekers.

Skill Gaps

With the development of Hawaii's In-Demand Jobs Analysis, Oahu gained a better understanding of the most urgent workforce needs of the island's employers. However, to create a more accurate picture of its workforce, the state needed to understand the supply side of the equation – how many skilled individuals in education and training institutions graduate every year. Oahu is working to better identify those completing education and training programs obtaining the knowledge, skills and abilities employers need. Once identified, Oahu will be able to see potential workforce gaps, and align resources to fill those gaps.

A preliminary analysis of the skills of job seekers matched against the workforce needs of employers identified the following gaps:

- Basic academic skills: reading, writing and math
- English language proficiency
- Career awareness
- Work/employee readiness
- Soft skills: time management, problem-solving, critical thinking, working with others, communication skills, adaptability/flexibility, self-esteem/confidence, attitude/motivation, work ethic
- Cultural understanding/awareness: both employers and employees
- Technology skills
- Customer service skills
- Work experience

The skills gaps listed above are common among local employers in all industries: basic academic skills, English language proficiency, career awareness, work readiness, soft skills, cultural awareness, technology skills, customer service skills and work experience. In fact, employers represented in stakeholder sessions from various industries reiterated these same skill gaps and further communicated that they can provide the necessary job training and technical skills, but what is lacking and what they want in employees they hire are the skills indicated above.

Individuals with Disabilities, Including Youth with Disabilities

The reauthorization of the Rehabilitation Act under WIOA places a greater emphasis on the provision of transition services to youth and individuals with disabilities, especially their need for pre-employment transition services (PETS). It is clear from interviews and survey results that youth with disabilities on Oahu need to receive pre-employment transition services (PETS) as identified in the Reauthorization of the Rehabilitation Act in WIOA. These services include:

1. Job exploration counseling;
2. Work-based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;

4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self-advocacy, which may include peer mentoring

Top Three Barriers to Achieving Employment Goals for Youth in Transition

Top three barriers to achieving employment goals: Youth in Transition (as reported by partner agencies)	Times identified as a barrier (n)
Poor social skills	10
Not having job skills	9
Employers' perceptions about employing persons with disabilities	6

Top Three Barriers to Achieving Employment Goals for Youth in Transition

Top three barriers to achieving employment goals - Youth in Transition (as reported by DVR staff)	Times identified as a barrier (n)
Not having job skills	17
Poor social skills	15
Not having education or training	10

The above charts highlight the barriers to achieving employment for youth with disabilities in transitions: poor social skills, lack of job skills, lack of education and training, and employer perceptions about persons with disabilities.

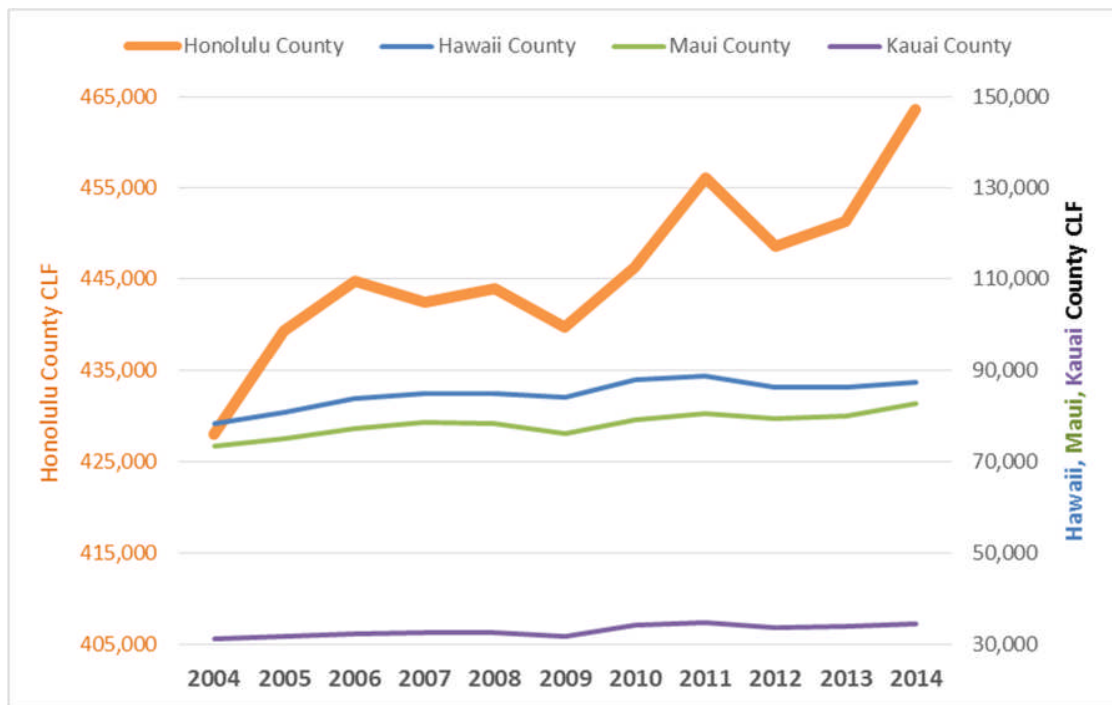
Workforce Challenges

Many challenges were described in this section regarding multiple skill and education gaps, particularly with certain vulnerable populations, of Oahu's workforce that restricts the growth of the island's economy and its competitiveness in the global marketplace. This Local Plan attempts to provide solutions as described in more detail in the following Sections of this Plan.

1.3 An analysis of the local workforce in the county, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the county, including individuals with barriers to employment. [WIOA Sec. 108(b)(1)(C)]

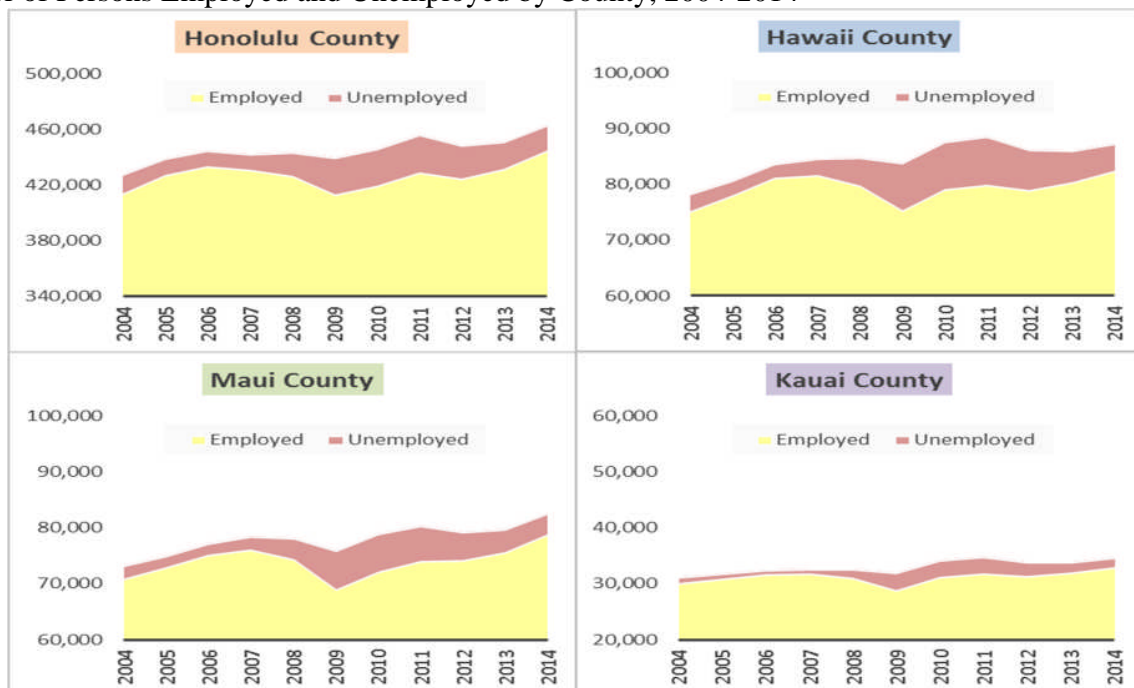
Oahu's labor force trend is very similar to the statewide trend of growth since the recession (2009). Since 2004, the civilian labor force expanded by 8.3 percent to 463,550 in 2014.

Civilian Labor Force (not seasonally adjusted) of City and County of Honolulu compared to other counties in Hawaii, 2004-2014

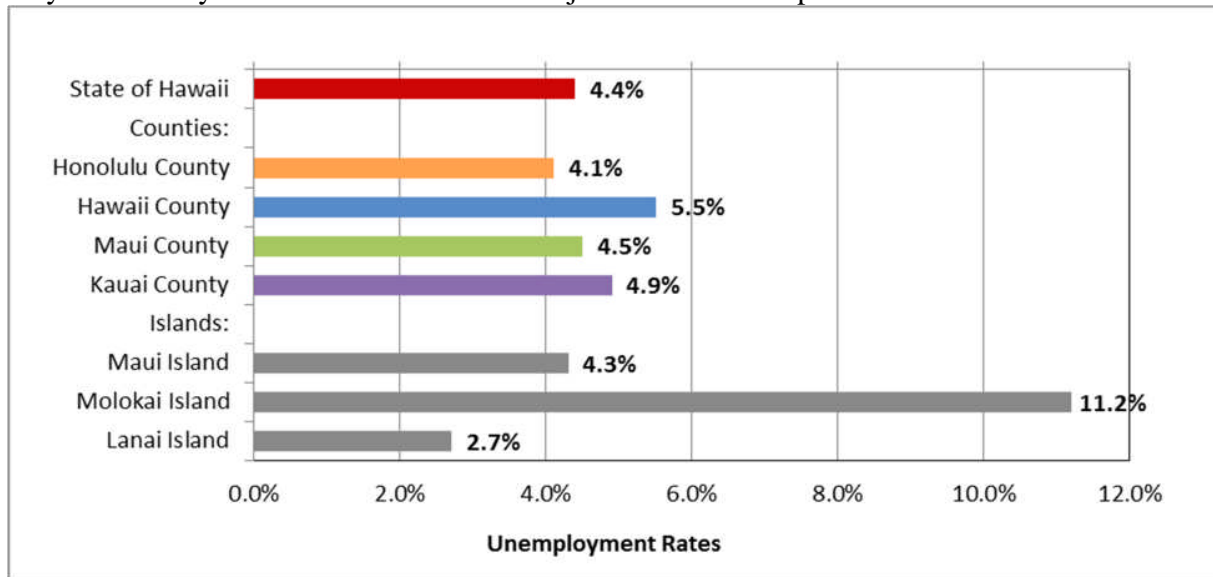


Over the same ten-year period (2004-2014), employment on Oahu expanded by 7.4 percent while unemployment rose by 34.0 percent. Over the past ten years, Oahu’s unemployment rate has remained consistently lower than the rest of the state and well below the national rate.

Number of Persons Employed and Unemployed by County, 2004-2014



City and County of Honolulu had the lowest jobless rate of 4.1 percent in 2014



There are ten major industries on Oahu, the largest being Government, which the Governor plans to transform by streamlining the state's information technology. The public sector accounts for about 20 percent of the total jobs count. Within the government sector, the largest branch is state government, with two-thirds of its jobs in education. The federal government branch is the next largest and local government is the smallest. The second largest industry group is a combination of Trade, Transportation, and Utilities (TTU). Many of these jobs in trade and transportation are influenced by our visitor count.

Other growth industries on Oahu include:

- The Leisure and Hospitality Industry – a large portion of this industry is Accommodation and Food Services, which is the hotel and restaurant business; registering the biggest increase in jobs in recent years, tourism continues to remain strong throughout the island and is a vital part of the island's economy. Most of the jobs in this industry are entry-level, and require minimal to moderate training that is usually acquired on the job.
- Professional and Business Services - most of the positions in this area are found in the Administrative and Support; Waste Management and Remediation; and Professional, Scientific, and Technical areas. This highlights the need for a more educated workforce, which is emphasized by the current Governor.
- Education and Health Services sector jobs account for 13 percent of the county's job total. The bulk of them are in Health Care and Social Assistance agencies. This is another area of concern in terms of Oahu's ability to supply an adequately trained workforce.

City and County of Honolulu's Job Industry Distribution in 2014

City and County of Honolulu	Jobs	% Dist.
Government	98,500	21%
Trade, Transportation & Utilities	83,500	18%
Leisure and Hospitality	67,700	15%
Professional & Business Services	66,300	14%
Education & Health Services	62,200	13%
Nat. Resources, Mining, Construction	23,800	5%
Other Services	20,900	5%
Financial Activities	20,700	4%
Manufacturing	11,000	2%
Information	7,100	2%

City and County of Honolulu's over-the-year job change (not seasonally adjusted), 2013-2014

City and County of Honolulu	OTY Chg.
Professional & Business Services	1,900
Leisure and Hospitality	1,200
Government	900
Nat. Resources, Mining, Construction	700
Education & Health Services	300
Financial Activities	200
Manufacturing	100
Other Services	0
Trade, Transportation & Utilities	-100
Information	-300

Oahu's job count experienced an increase of 1.1% in 2014, adding approximately 5,000 jobs to the island's economy. The City and County of Honolulu followed the statewide trend for the quarterly workforce indicators (Employment, Hires, Separations, and New Job Change). Employment rose by 6.8 percent from 355,499 in the third quarter of 2009 to 379,532 in the third quarter of 2014. Hires increased by 20.1 percent while separations rose only 15.7 percent. Likewise, the firm net job change was positive, going from -1,350 in 2009 to 648 in 2014.

Quarterly Workforce Indicators (QWI), County, 2009-2014 (3rd Qtr.)

City and County of Honolulu	2009 Q3	2014 Q3	# Chg.	% Chg.
Employment	355,499	379,532	24,033	6.8%
Hires	47,938	57,553	9,615	20.1%
Separations	49,208	56,936	7,728	15.7%
Firm Net Job Chg.	-1,350	648	1,998	-----

Ratio of Unemployed (not seasonally adjusted) to Job Openings

	August 2009	August 2010	August 2011	August 2012	August 2013	August 2014	August 2015
Statewide	2.66	2.06	1.63	1.24	0.73	0.46	0.70
City and County of Honolulu	2.04	1.53	1.32	1.06	0.64	0.41	0.65

Labor Market Trends (2016-2020)

Oahu's employment opportunities will grow by 1.0 percent annually. Service-providing industries (trade, transportation, and utilities; information; financial activities; professional and business services; education and health services; leisure and hospitality; other services; and government) will represent over 84 percent of the total workforce throughout the projection period, and will generate approximately four-fifths of the total job gains. Among the top four largest industries within this sector, education and health services; trade, transportation, and utilities; and the professional and business services industry will provide 63 percent of the total job gains on Oahu. Government is the only industry projected to decline.⁴

Older Individuals

Older individuals discussed here are those 45 years and older, although the following tables have data for two age ranges (45-64 and 65+ years). Of the 587,528 people 45 years and older in the State of Hawaii, 53.7 percent are in the civilian labor force. According to census data for 2014, 96.7 percent of them were employed and 3.3 percent were unemployed. On Oahu, 54.1 percent of the 394,656 older people were participating in the civilian labor force. About 96.9 percent worked, while 3.1 percent were out of work.

Civilian Labor Force Status 45+ Years, State and City and County of Honolulu, 2014

	State of Hawaii	City and County of Honolulu
Total population 16+ years	1,143,931	800,437
45 to 64 years:	359,467	237,928
Civilian labor force:	270,810	183,599
Employed	261,475	177,760
Unemployed	9,335	5,839
65 years and over:	228,061	156,728
Civilian labor force:	44,737	29,765
Employed	43,639	29,007
Unemployed	1,098	758

Individuals with Disabilities

Based on Hawaii census data for 2014, a total of 69,846 persons between 18-64 years of age had a disability. Of these, 29,593 persons or 42.4 percent were employed, 3,829 (5.5 percent) were unemployed, and 36,424 (52.1 percent) were not in the labor force.

⁴ https://www.hiwi.org/admin/gsipub/htmlarea/uploads/LT_2012-22_Highlights_State%28Revised%29.pdf

On Oahu, there were 45,364 persons with disabilities. About 42.4 percent were employed, 5.5 percent were unemployed, and 49.8 percent were not in the labor force.

Employment Status by Disability Status, State and City and County of Honolulu, 2014

	State of Hawaii	City and County of Honolulu
Total	836,069	576,940
In the labor force	651,355	456,453
Employed	616,404	432,721
With a disability	29,593	19,958
No disability	586,811	412,763
Unemployed	34,951	23,732
With a disability	3,829	2,797
No disability	31,122	20,935
Not in labor force	184,714	120,487
With a disability	36,424	22,609
No disability	148,290	97,878

Statewide, youth (between 18-34 years of age) with disabilities numbered 10,033 in 2008 according to the census data. A little more than half were employed at 5,264 and 4,769 were unemployed.

Low-Income Individuals

According to the Hawaii census data for 2014, there were 45,000 individuals in the civilian labor force that were determined to be below poverty levels. Of those, 36,248 (80.6 percent) were employed and 8,752 (19.4 percent) were unemployed. Oahu had 28,477 people in the labor force who were in poverty but a sizeable proportion (84.9 percent) of them worked while only 15.1 percent were out of work.

Individuals Below Poverty Level, State and City and County of Honolulu, 2014

	State of Hawaii		City and County of Honolulu	
	#	%	#	%
EMPLOYMENT STATUS				
Civilian labor force 16+ years	45,000	----	28,477	----
Employed	36,248	80.6%	24,166	84.9%
Unemployed	8,752	19.4%	4,311	15.1%
EDUCATIONAL ATTAINMENT				
Population 25+ years	93,342	----	54,580	----
Less than high school graduate	16,972	18.2%	9,983	18.3%
High school graduate or equiv.	34,637	37.1%	20,113	36.9%
Some college, associate's degree	25,725	27.6%	14,759	27.0%
Bachelor's degree or higher	16,008	17.1%	9,725	17.8%

Native Hawaiians & Other Pacific Islanders (Alone, Not in Combination with other groups)

There were 56,450 employed in this group and 7,822 unemployed during the 2010-2014 period. This group's unemployment rate at 12.2 percent was higher than the overall state rate.

Employment Status of Native Hawaiians & Other Pacific Islanders Alone, State & City and County of Honolulu, 2010-2014

	State of Hawaii	City and County of Honolulu
16+ years	102,410	67,474
Civilian labor force	64,272	42,326
Employed	56,450	37,434
Unemployed	7,822	4,892
Unemployment Rate	12.2%	11.6%

Homeless Individuals and Youth

In 2014, Hawaii's rate of homelessness was 49.3 people per 10,000 people according to a report compiled by the National Alliance to End Homelessness. The report uses the most recent data from the US Department of Housing and Urban Development (HUD), the US Census Bureau, and the US Bureau of Labor Statistics. Its rate was the highest of all 50 states, but lower than Washington, D.C.'s rate of 119.9. This rate represented 6,918 homeless persons or a 9.2 percent increase over the 2013 amount of 6,335. The number of unsheltered homeless grew from 2,590 to 3,105 from 2013 to 2014. This was a nearly 20 percent increase with only five other states outranking Hawaii.

According to the same report from the National Alliance to End Homelessness, Hawaii reported 302 unaccompanied children and youth (ages 18-24 years = 287), representing about 4.4 percent of the overall homeless population.

Another study supported by HUD and collected from the state's Homeless Management Information System (HMIS), reported a total of 14,282 homeless clients that were served in the state of Hawaii in the 2014 fiscal year. About half were persons in families (47 percent). One in four homeless service users were children. A total of 9,476 households were served statewide. The majority of households served were single-person households (79 percent), with 17 percent of households having children and four percent of households consisting of families without children. The average size of family households was 3.4 persons statewide. Oahu had the largest average family household size (3.6) among all counties. The HMIS reported 3,559 homeless children in FY 2014, one-quarter of the homeless population.

Homeless Clients and Households Served, State and City and County of Honolulu, FY 2014

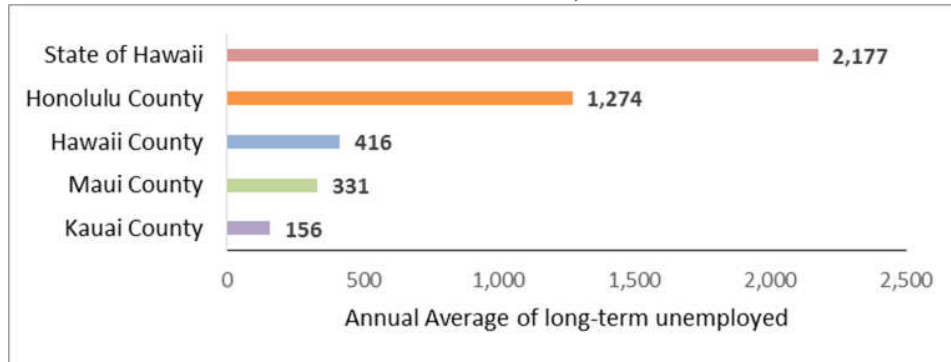
	State of Hawaii		City and County of Honolulu	
	#	%	#	%
No. of Clients, Total	14,282	100%	9,548	100%
Singles	7,510	53%	4,816	50%
Persons in families	6,772	47%	4,732	50%
Children	3,559	25%	2,440	26%
Adults	10,723	75%	7,108	74%
No. of Households, Total	9,476	100%	6,130	100%
Single-person households	7,510	79%	4,816	79%
Family households w/o children	346	4%	242	4%
Family households w/children	1,620	17%	1,072	17%
Avg. size of family households	----	3.4	----	3.6

City and County of Honolulu WIOA Local Plan

Long-Term Unemployed

In 2014, the statewide monthly average of persons filing unemployment claims for 15 or more weeks was 2,177. Oahu averaged 1,274 long-term unemployed.

Unemployment Insurance Claimants of 15+ weeks Duration, 2014



Foreign-born Population

Based on the five year estimates (2010-2014) 17.9 percent of the state's population was foreign-born. Oahu had a higher proportion (19.4 percent) of foreign born.

Place of Birth for the Foreign-Born Population, State and City and County of Honolulu, 2010-2014

	State of Hawaii		City and County of Honolulu	
	#	%	#	%
Total population	1,392,704	---	975,690	---
Foreign born	249,280	100.0%	189,052	100.0%
Europe	11,755	4.7%	7,265	3.8%
Asia	194,867	78.2%	154,355	81.6%
Africa	1,557	0.6%	1,229	0.7%
Oceania	25,387	10.2%	17,400	9.2%
Americas	15,714	6.3%	8,803	4.7%

Veterans

Veterans constitute approximately 10.7 percent of the civilian population over 18 years old between 2010 and 2014. The labor force participation rate for veterans in Hawaii is 78.9 percent compared to 75.0 percent for the nation. Approximately five percent of the state's veterans are unemployed, below the statewide rate of approximately 6.7 percent. Median income of veterans averaged \$44,703.

Veterans Status, State and City and County of Honolulu, 2010-2014

	State of Hawaii		City and County of Honolulu	
	#	%	#	%
Civilian population 18+ years	1,046,610	---	724,004	---
Civilian veterans	112,217	10.7%	83,004	11.5%

Unemployment Insurance

The Board accessed the following information on Unemployment Insurance (UI) claimants for 2016, which includes a breakdown for the City and County of Honolulu:

<http://labor.hawaii.gov/rs/files/2013/01/CIUpub2016-final.pdf>.

This includes a breakdown by gender, age, industry, occupation, duration and ethnicity. The analysis indicates that a majority of UI claimants (4,038) in the City and County of Honolulu are short term (1-4 weeks) (1,766), are male (2,745), are in the construction industry (1,381) and are Native Hawaiians (956). Since the highest UI claimants are in the construction industry in the City and County of Honolulu and this industry is identified as a targeted in-demand, growth industry, the Board will develop a strategy in FY17 through its Performance Measures and Accountability Committee to link workforce development and UI staff to efficiently transition these folks into related employment.

Education and Skill Levels of the Workforce

According to the HDOE, the state's high school graduation rate hit 81 percent in 2012-13 (however, much lower for individuals with disabilities – 60.1%), the highest level since states adopted a new uniform way of calculating graduation rates in 2010.⁵ However, those who lack a high school diploma typically lack sufficient knowledge and skills to acquire available jobs. In addition, while a majority of service members and families in the military community at least a high school diploma (78.6%),⁶ those service members who don't often lack the necessary skills to perform in the military or transition into employment as a civilian.

Gaps in transferrable skills of transitioning service members will be mitigated through access to an array of formidable tools in the veterans' transition tool kit. Military transitional services, employment, training and priority of services delivered by the American Job Centers, and the Department of Veteran Affairs education programs will be integral components of a veteran's tool kit.

Individuals in Poverty

In the entire statewide population 25 years and older, there were 93,342 individuals living in poverty and 55.3 percent of them had only a high school education or less. The other 44.7 percent had at least some college or a college degree. Oahu had a higher share (44.9 percent) of its population in poverty with some college education or a college degree.

Older Individuals

Persons aged 45 years old and older constitute 50.7 percent of the population on Oahu. Of those individuals 45+ years old and older, 11.2 percent lacked a high school diploma, 29.3 percent have a high school diploma, 18.3 percent have some college, and 41.1 percent have college degrees.

Educational Attainment of the Population 45+ Years, State and City and County of Honolulu, 2014

	State of Hawaii	City and County of Honolulu
Total Population 18+ years old	1,111,207	778,201

⁵ <http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high>

⁶ http://download.militaryonesource.mil/12038/MOS/Reports/2012_Demographics_Report.pdf

45 to 64 years	359,467	237,928
Less than 9th grade	12,214	9,072
9th to 12th grade, no diploma	12,847	9,432
High school graduate or equiv.	103,807	65,421
Some college, no degree	73,545	45,696
Associate's degree	42,174	28,900
Bachelor's degree	72,935	49,998
Graduate or prof. degree	41,945	29,409
65 years and over	228,061	156,728
Less than 9th grade	22,473	17,046
9th to 12th grade, no diploma	13,554	8,807
High school graduate or equiv.	70,908	50,257
Some college, no degree	41,294	26,679
Associate's degree	16,364	10,900
Bachelor's degree	36,645	24,739
Graduate or prof. degree	26,823	18,300

Even with high-tech development of workplaces, older workers are still seen as an asset due to their higher development of soft skills and discipline. The City and County of Honolulu continues to promote the hiring of senior workers into the state's workforce.

Foreign Born Population

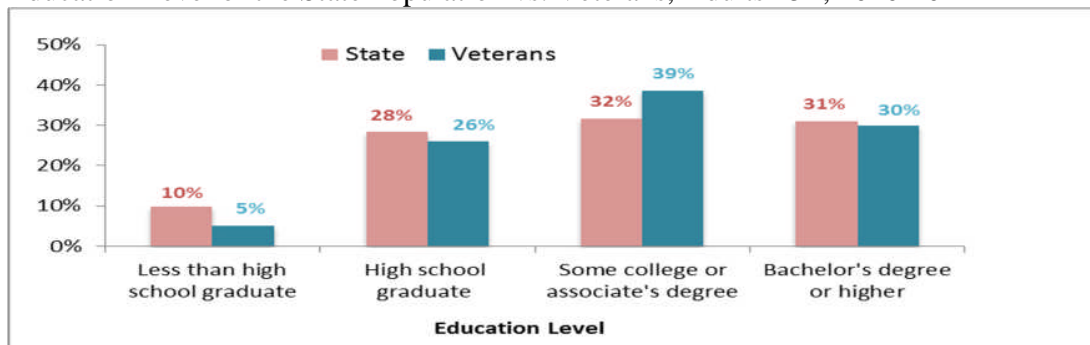
In terms of educational attainment, more than half of the foreign born were enrolled in college or graduate school and about one quarter held bachelor's, graduate or professional degrees.

About 84 percent of the population over the age of five years old speaks a language other than English. Of the total group that speaks a language other than English at home, more than half (52.2 percent) stated that they speak English less than "very well."

Veterans

In terms of education, about five percent had less than a high school degree, 26 percent had only a high school diploma, 39 percent of the veterans had at least attended college, and 30 percent graduated from college. Compared to the statewide population, a higher percentage of veterans have received some postsecondary education.

Education Level of the State Population vs. Veterans, Adults 25+, 2010-2014



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-year Estimates, Table S2101

The Skills of U.S. Adults

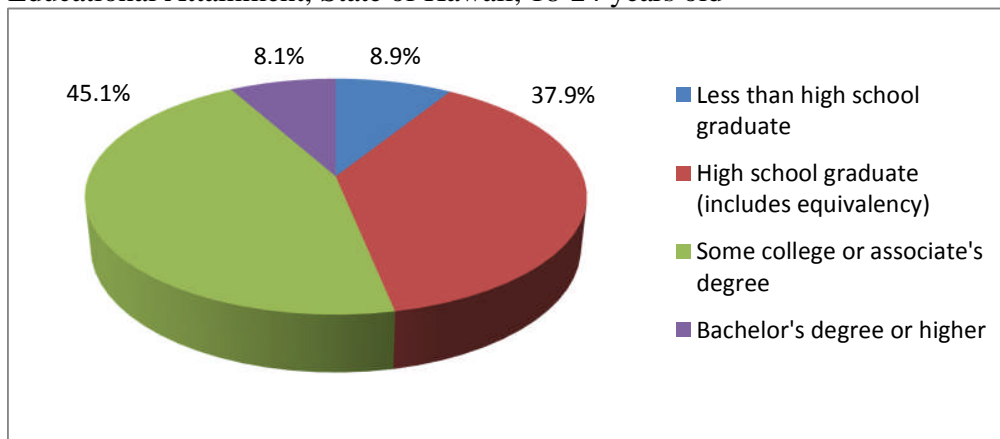
In October 2013, the U.S. Department of Education's National Center for Education Statistics (NCES) and its international partner, the Organization for Economic Co-operation and Development (OECD), released the results from the Program for the International Assessment of Adult Competencies (PIAAC). PIAAC provides comparative data about the applied skills of working-age adults (ages 16-65) in three domains: literacy, numeracy and problem-solving in technology-rich environments. Over 165,000 working-age adults in 23 countries participated in PIAAC, including 5,000 in the U.S. The U.S. scored below the international average in all three domains, and in numeracy the U.S. was near the bottom of the rankings. The PIAAC results suggest that skills do make a difference on economic success and by enhancing skill levels, the U.S. can enhance the quality of life within the adult population. Education and training programs are more important than ever to raise the skills of working-age adults in the U.S. for economic growth and global competitiveness.

Hawaii Performs Well in Educational Attainment

Overall, Hawaii compared favorably against the nation in terms of educational attainment, both for youth and working age populations. Hawaii had a smaller percentage of people without high school diplomas and a much larger share of high school graduates. In terms of college and degrees, Hawaii had higher shares of those also, except in the youth aged 18-24, which trailed the U.S. in percentage of those holding Bachelor's or higher degrees.

Almost nine percent of the youth in Hawaii did not graduate from high school during the reference period 2009-2013. However, Hawaii compared favorably against the nation which averaged 15.6 percent. High school graduates comprised nearly 38 percent of Hawaii's youth, which is significantly higher than the U.S. average of 29.5 percent. The percentage of youth with some college or associate's degrees was almost identical with 45.1 percent for Hawaii and 45.5 percent in the nation. In terms of the youth that earned Bachelor's or higher degrees, Hawaii lagged behind the U.S. with 8.1 percent compared to the national average of 9.4 percent.

Educational Attainment, State of Hawaii, 18-24 years old

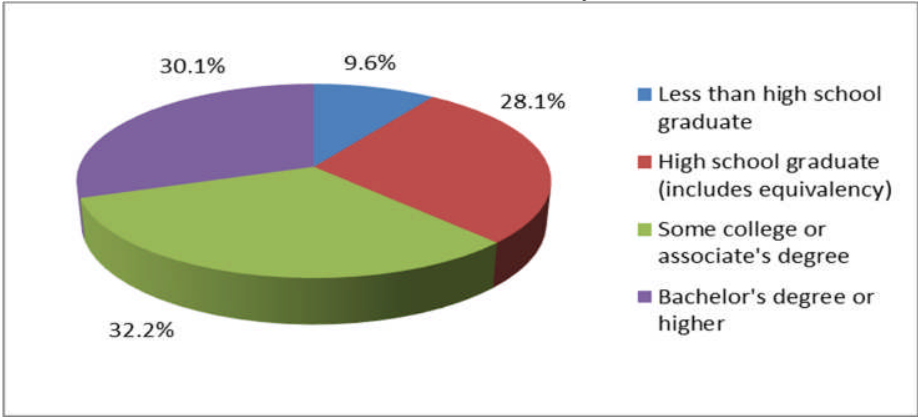


Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Among the working age population aged 25 years and older, Hawaii had 9.6 percent with no high school diploma, while the U.S. came in higher with 13.9 percent. The percentage of high school graduates was the same for Hawaii and the nation with 28.1 percent. Those with some college or associate’s degree comprised 32.2 percent of working age people in Hawaii, while the figure for the U.S. was lower at 29.0 percent. Working age people holding a Bachelor’s or higher degree accounted for a 30.1 percent share in Hawaii, while the same group comprised only 28.8 percent in the nation.

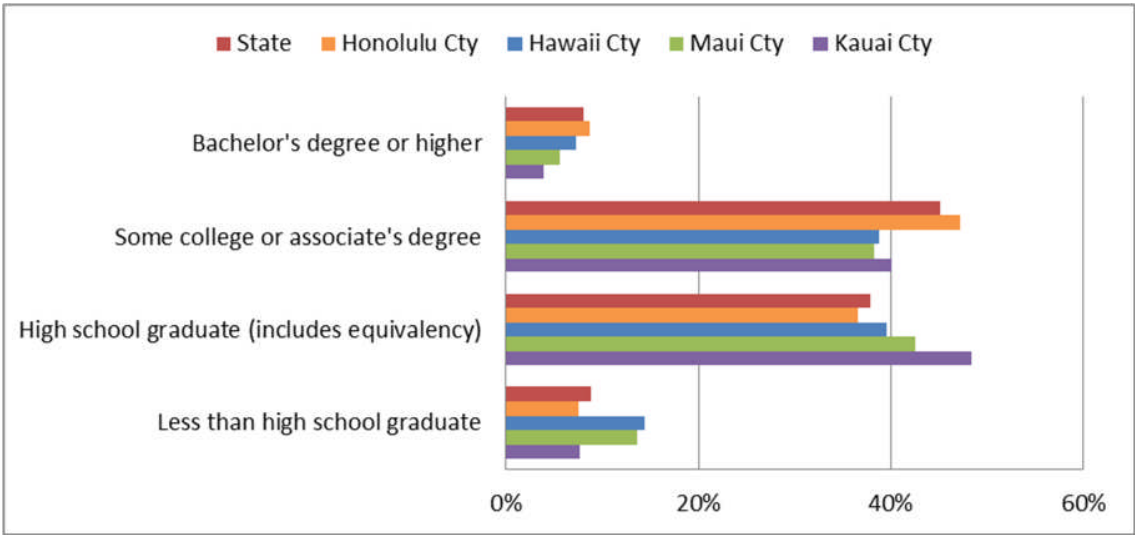
Among the four counties in Hawaii, the City and County of Honolulu (Oahu) fared the best in terms of educational attainment for youth aged 18-24 years old. Oahu had the smallest percentage of those without a high school diploma and the highest share of those with some college or degrees.

Educational Attainment, State of Hawaii, 25+ years old



Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

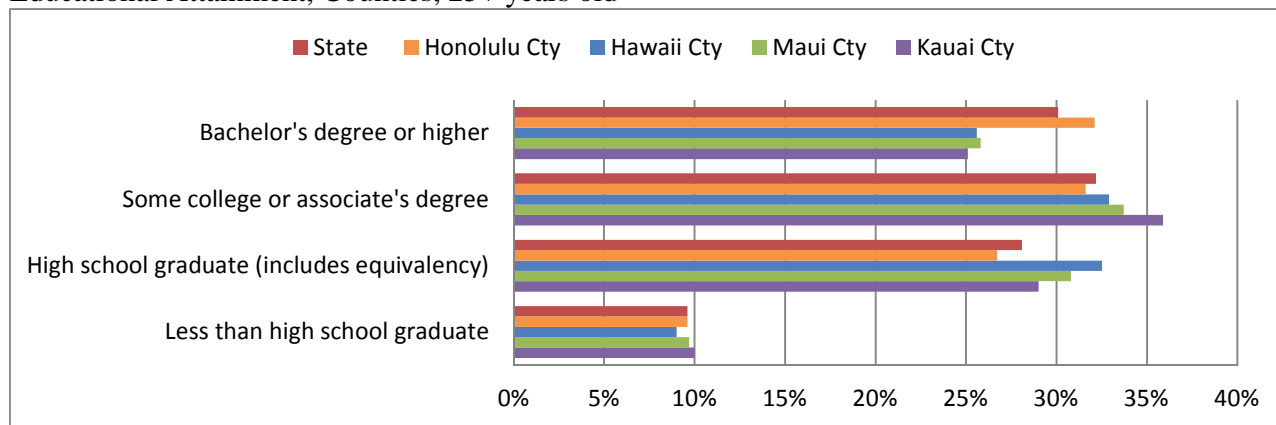
Educational Attainment, Counties, 18-24 years old



Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Educational attainment among the counties varied among the working age population aged 25 years and older. Oahu had the greatest share of those with Bachelor's or higher degrees.

Educational Attainment, Counties, 25+ years old



Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Sixteen Percent Lack Basic Prose Literacy Skills

An impetus for Hawaii to invest in an Early Learning program for four-year olds may have been gleaned from a study that found that sixteen percent of Hawaii's population (16+ years old) was lacking basic prose literacy skills, which means the knowledge and skills needed to perform prose tasks (to search, comprehend, and use information from continuous texts, such as paragraphs from stories). This group included those who scored 'below basic' in prose and those who could not be tested due to language barriers. This was an estimate that had a margin of error as measured by the associated credible interval. There was a 95 percent chance that the value of the percent lacking basic prose literacy skills was contained between the lower and upper bound. The literacy assessments are conducted in conjunction with the National Assessment of Adult Literacy (NAAL) about once a decade and 2003 was the most current one available.

City and County of Honolulu (Oahu), with 17 percent, was the only county that had a higher percent than the State.

Percent lacking basic prose literacy skills and corresponding credible intervals, Hawaii 2003

Location	Population	% Lacking Basic Prose Literacy Skills	95% Credible Interval	
			Lower Bound	Upper Bound
State of Hawaii	944,472	16	11.5	22.2
Hawaii County	118,659	13	6.1	22.0
C&C of Honolulu	675,356	17	11.7	25.0
Kauai County	46,358	12	6.0	21.6
Maui County	103,972	14	6.8	24.1

Source: U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy

1.4 An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training and employment activities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(1)(D) & 108 (b)(7)]

Adult and Dislocated Worker Programs		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Skills assessment for academic levels, work history, career interests and goals, and barriers to employment • Labor market information • Job search and placement assistance • Job retention follow up • Career counseling and pathway planning • Occupational skills training • On-the-Job training • Registered apprenticeships • Support services • Business services: Provide employers with qualified labor pool through assistance with recruitment fairs and financial incentives on training new and incumbent workers. 	<ul style="list-style-type: none"> • Ability to partner and stretch funds by leveraging resources • Solid long-term partnerships with core and most required partners • Aware of local business needs • Aware of targeting training resources for high –demand occupations • Access to extensive network of training providers • Established long term relationships with businesses who are repeat customers 	<ul style="list-style-type: none"> • Technology systems not yet established for integrating services efficiently with partners e.g. common intake, eligibility determination, referral, assessment, case management etc. • Not yet co-located with Employment Service at comprehensive center
Capacity to Provide Services: <ul style="list-style-type: none"> • Limited resources for training, especially under the Dislocated Worker program • Knowledgeable staff to provide services to both customers: job seekers and businesses • Comprehensive center should have more staff resources to provide services once co-location is achieved with Employment Service and other required partner programs. • Continuous improvements in the one-stop delivery system through clearer policy guidance will enhance integration of services, targeting of resources for priority populations, and effective collaborations among cross-trained staff. • The capacity to provide services to people with disabilities has been increased with the resources from the Disability Employment Initiative (DEI) grant with a Disability Resource Coordinator (DRC) for American Job Centers to acquire and apply the knowledge about disability etiquette, people-friendly language, disability awareness, and workplace accommodations. The grant also develops Integrated Resource Teams with other partner agencies to coordinate and leverage resources for eligible participants. • The capacity to provide new opportunities for participants to enroll in registered apprenticeships has been expanded by grants that support development of new program 		

models in Information Technology, Health Care, Culinary Arts and other industries. The apprenticeship model is attractive to low income participants as they can earn while they learn. These apprenticeship programs are aligned with sector strategies identified at the Oahu Sector Summit to be supported by the joint efforts from economic development, education and workforce to improve overall economic prosperity and security for our community.

- The capacity to provide services to homeless individuals and families is enhanced by resources from HUD's Community Development Block Grant and Tenant-Based Rental Assistance to provide work readiness training, work experience and rental subsidies to stabilize employment and housing situations and prevent these individuals and families from going back on the streets.
- Agreements with the Department of Human Services, Benefits, Employment and Support Services Division (BESSD) which administers TANF and SNAP programs provide job readiness, life skills training and job clubs under the Ho'ala program.
- Agreements with Title IV Division of Vocational Rehabilitation provide job readiness, life skills training, case management, and job development and placement services to people with disabilities, including those with visual impairment.

Adult Education

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Adult basic education and literacy • Family literacy • English language acquisition • High-school equivalency preparation • Career Preparation and Job Training • Citizenship • Transition Services • Employability & Life Skills • Correctional Education 	<ul style="list-style-type: none"> • Flexibility • Individualized learning • Small Class Size • Integrated education and job training • Accommodation of varying learning styles • College and career readiness 	<ul style="list-style-type: none"> • Retention and persistence • Decrease in enrollment • Funding limitations, particularly for state leadership and critical support services

Capacity to Provide Services:

- Limited resources to provide current education and career preparation services, particularly support services such as transitions
- Will work on stronger and expanded relationships with local partners, particularly with employers and postsecondary institutions
- Have become part of a statewide career pathways system that will enhance services and drive college and career readiness
- Insufficient funds to provide necessary professional development for teacher quality

Employment Services

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Assessment of experience, skills, and interests • Career guidance 	<ul style="list-style-type: none"> • Long history of strong interagency partnerships 	<ul style="list-style-type: none"> • Funding levels constrain business outreach and

<ul style="list-style-type: none"> • Labor market information • Job search workshops • Referral to training & other services • Referral of job seekers to job openings, include matching job requirements with job seeker experience, skills and other attributes • Helping employers with special recruitment needs • Assisting employers analyze hard-to-fill job orders • Supporting and managing Hawaii's PMIS, the state-sponsored Job Board • Federal bonding for at-risk employers • Facilitating Federal Tax Credit for hiring offenders, persons with disabilities, other target groups • Counseling and job referrals for veterans with significant barriers • Promoting hiring of veterans • Helping employers and employees deal with layoffs 	<ul style="list-style-type: none"> • Relationships with business and industry • Responsiveness to business hiring needs • Use of technology such as self-service features in the PMIS • Affiliate Center that provide public access to computers, internet, job search materials and job information • Access to other funding sources to assist job seekers and business • Flexibility in serving business and job seekers 	individualized services to customers
Capacity to Provide Services: <ul style="list-style-type: none"> • Capacity is enlarged because of braided resources with partners such as Adult Ed, VR, TANF, Community Colleges • Affiliate Center has the physical presence of WIOA Adult/Dislocated Worker program staff and is co-located with Unemployment Insurance. • Inadequate funding to support direct staff assistance to public during all office hours • Insufficient funds for professional development 		
Vocational Rehabilitation Services		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Disability awareness • Compliance with Americans with Disabilities (ADA) of 1990 and other employment related laws • Vocational Rehabilitation Services and availability of other related resources 	<ul style="list-style-type: none"> • Training and technical assistance are provided timely and customized to meet the needs of the employers 	<ul style="list-style-type: none"> • Insufficient staffing to do outreach to all of the employers.

<ul style="list-style-type: none"> Recruitment and hiring of persons with disabilities Provide support for current employees with disabilities 		
Capacity to Provide Services: <ul style="list-style-type: none"> Sufficient staffing to meet the needs of employers who call VR for training and technical assistance. Limited staffing to do outreach to “other” employers. 		
Career Technical Education		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Serves youth and adults Provides integrated education and vocational training Fosters competency-based learning Each student moves through a Program of Study Focus on employability skills Students get work experience Earn industry-recognized credentials 	<ul style="list-style-type: none"> Integrated education (k-12 and postsecondary) Utilizes career pathways, career counseling and individual career plans Multiple entry and exit options through the community college – industry-recognized credential, certificate, degree or transfer to baccalaureate degree program Industry involvement in career pathway development and system vetted with employers Clear sequence of coursework (non-duplicative, progressive, articulated) Curricula and instructional strategies instill work readiness Curricula competency-based 	<ul style="list-style-type: none"> Once a state career pathway system is adopted, may require adjustments to transition clients from other partners. Incoming clients may require remediation Limited staffing and funding Client access to the system may be a challenge because of cost and time

	rigorous and contextualized	
Capacity to Provide Services: <ul style="list-style-type: none"> Existing structures have capacity to provide services. Financial and other support for clients to access the services are a challenge. 		
Community Services		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Customized program to address effects of poverty Community needs assessment Child health services Substance abuse services Career planning Worker training programs Housing assistance Employment search and placement assistance 	<ul style="list-style-type: none"> Assists individuals in need into housing and sustainable employment 	<ul style="list-style-type: none"> More outreach and promotion to reach most in need
Capacity to Provide Services: Sufficient staffing and resources to meet needs of individuals in poverty.		
Targeted Services to Indian and Native American Populations		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Training, career, and follow-up services for adults who need to enter, re-enter, retain, or upgrade their unsubsidized employment leading to self-sufficiency. Supplemental youth services for ages 14-24 throughout the school year, during summer vacation, and/or during breaks during the school year; menu of services includes occupational skills training which must include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors of occupations or occupations in the local area; work experiences that have academic and occupational educational component; etc. 	<ul style="list-style-type: none"> Experience in operating statewide employment and training programs for Native Hawaiians, American Indians, and Alaska Natives since 1978 under CETA (Comprehensive Employment and Training Act); JTPA (Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA. 	
Capacity to Provide Services:		

<ul style="list-style-type: none"> Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu. 		
Targeted Services to Veterans		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Facilitates employment, training and placement services furnished to eligible veterans and spouses by the American Job Centers An outreach strategy that effectively links clients to jobs with achievable placement potential Employer seminars to promote the hiring of veterans Job search workshops conducted in conjunction with employers Engages veteran job search groups to facilitate access to employers Educates partner staff on veteran program initiatives and changes 	<ul style="list-style-type: none"> All LVER staff finished professional development training required by DOL LVER are some of the most experienced staff in the agency LVER keep partner and American Job Center staff vigilant on program standards with services and changes. 	<ul style="list-style-type: none"> Existing unfulfilled potential in collaborating with employers to create robust job search workshops and job search groups DOL has yet to establish uniform LVER performance standards for states
Capacity to Provide Services: <ul style="list-style-type: none"> Given present funding levels and DOL priorities for LVER services, current LVER resources are generally in proportion and sufficient to serve needs of eligible veterans, spouses and the business community. 		
Targeted Services to Disabled Veterans		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Provides intensive employment services to a prioritized group of eligible veterans and spouses as directed by the Secretary of DOL Facilitates placements with intensive service to 90% of all clients served Conducts relationship building, outreach and recruitment activities with other service providers in the area, to enroll priority clients Conducts targeted outreach to promote intensive employment services for priority clients Provides dynamic labor market information on occupational wage trends, growth projections, etc., resulting in sensible informed vocational decisions 	<ul style="list-style-type: none"> Hawaii DVOPs are on pace to achieve the DOL standard of 90% of clients served will receive intensive services 	<ul style="list-style-type: none"> Working earnestly to master their craft to mitigate all shortcomings

<ul style="list-style-type: none"> Assists clients with targeted cover letter and resume development 		
Capacity to Provide Services: <ul style="list-style-type: none"> The state will request additional DOL funds to bolster DVOP staff resources from the current three full-time positions to four full-time positions for the current fiscal year. 		
Targeted Services to Seniors		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Provides economically disadvantaged older persons, fifty-five years or older, an opportunity for employment Fosters useful part-time opportunities in community service activities Seniors earn income while developing employable skills Yearly physical examinations General and specialized training Opportunity for unsubsidized employment 	<ul style="list-style-type: none"> Individualized plan for employment Meaningful activities outside the home environment, including the continuation of mental, physical and socialization activities Referral to other supportive services Workers' compensation coverage Eligible for unemployment benefits Earn social security credits 	<ul style="list-style-type: none"> Limited number of slots available for program participation Participants lack education and experience to apply for high paying jobs
Capacity to Provide Services: <ul style="list-style-type: none"> Limited number of slots for program participants based on funding from USDOL Limited staffing to do employer outreach for unsubsidized employment placement Work with local partners to maximize resources for older workers, SCSEP grantees have established agreements with other service providers such as American Job Centers, the private sector, educational organizations and adult literacy agencies 		
Temporary Assistance for Needy Families Services		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> Work Program for families that receive TANF benefits Case Management Assessments and Employment / Barrier Reduction Plan Development Job Placement Services (subsidized and unsubsidized) Job Search Assistance 	<ul style="list-style-type: none"> Statewide work program Partnership w/ other state & county agencies to provide specific services Procure broad range of services under 	<ul style="list-style-type: none"> Unable to assist families w/out children Must be TANF recipient to participate in work program and TANF-eligible to receive procured CBO

<ul style="list-style-type: none"> ▪ Job Readiness Training ▪ Work Experience ▪ Education assistance (ABE, VET, Post-Sec) ▪ Advocacy and supportive services for parents w/ DV-status, temp disabled (VR), substance abuse ▪ Extended services through POS contracts with CBOs to provide services that meet TANF Purposes 1 and 2 ▪ Business Services: Job Development (Employer Engagement) 	<p>TANF Purposes 1 & 2</p> <ul style="list-style-type: none"> ▪ Individualized case management services ▪ Support service payments, i.e. transportation, work-related experience, education, child care, limited rent assistance through work program ▪ Transitional supportive services for employed families who exit TANF ▪ Assist families w/no TANF months but temporarily disabled, DV-status or recovering from substance abuse 	<p>services (TANF Purposes 1 & 2)</p> <ul style="list-style-type: none"> ▪ Temp disabled, DV-status and recovering substance abuse parents are considered work eligible individuals (i.e. meet work activity requirements) ▪ Core educational activity limited to 12 months in lifetime ▪ Other educational activities are non-core (i.e. ABE, JSK, EDRE) ▪ Limited job search activities, 120 or 180 hours in 12-mos period ▪ Requirement to meet Work Participation Rates
<p>Capacity to Provide Services:</p> <ul style="list-style-type: none"> ▪ Design the work program to meet TANF families' needs, in accordance with federal regulations. ▪ Continue to develop partnerships with other workforce development agencies (public and private) ▪ Continue to develop partnerships with UH/CC ▪ Better inform work program participants and case managers of available education and training opportunities and resources ▪ Connect work program participants, case managers, educational institutions and employers ▪ Able to service TANF recipient families statewide but limited/no resources to service 2nd parents of 2-Parent TANF families ▪ Limited to 60 TANF months in lifetime ▪ Incurred direct and indirect expenditures must be within TANF federal regulations (i.e. benefits and services meet the 4 purposes, TANF recipients, youth and TANF-eligible individuals and families) 		
<p>Services for Trade Adjustment Assistance</p>		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Reemployment and case management services 	<ul style="list-style-type: none"> • Provides in-depth training and support 	<ul style="list-style-type: none"> • Services available to limited population

<ul style="list-style-type: none"> • Training • Job search allowance • Relocation allowance • Additional unemployment insurance in the form of Trade Readjustment Allowances (TRA) • Health Coverage Tax Credit (HCTC) • A wage subsidy for re-employed workers aged 50 or older 	<ul style="list-style-type: none"> • for trade-affected workers for job training and/or job search • Offers older workers (50+ years old) a choice of training or income support if working part-time 	<ul style="list-style-type: none"> • who are adversely affected by foreign trade as certified by USDOL • Petitioning process takes time, requires data about employer's business and reasons for layoffs
Capacity to Provide Services: <ul style="list-style-type: none"> • Extensive support for TAA participants • Allows requests for more funds, as needed for eligible participants 		
Reemployment Services/Unemployment Insurance (UI)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Assist unemployment insurance claimants in returning to work quickly • Provide group sessions on labor market information, job search requirements • Provide individualized services on career counseling, assessment of career goals • Assist with job search, referral and placement 	<ul style="list-style-type: none"> • Staff providing services are knowledgeable about labor market and job search resources • Activities are coordinated with other Wagner-Peyser services • Coordination with Unemployment Insurance Division has an established system for referrals and reports 	<ul style="list-style-type: none"> • Not sufficient funding for staff time to conduct follow up • A small number of claimants are not motivated to receive services
Capacity to Provide Services: <ul style="list-style-type: none"> • Limited resources and time to provide in depth counseling or follow up • The capacity to provide for ongoing services are subject to USDOL guidelines, annual funding based on USDOL priorities. 		

1.5 An analysis and description of youth workforce activities, including activities for youth with disabilities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services. [WIOA Sec. 108(b)(1)(d) and 108(b)(9)]

Youth Services		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Tutoring, study skills instruction 	<ul style="list-style-type: none"> • Comprehensive case management as a best practice—using a single 	<ul style="list-style-type: none"> • More pre-apprenticeship programs need to be established in addition to

<ul style="list-style-type: none"> • Alternative secondary school services or dropout recovery services • Paid and unpaid work experiences which may include summer or year round employment; pre-apprenticeship; internship and job shadowing; on-the-job training • Integrated (contextualized) education and training • Occupational skills training • Leadership development • Supportive services • Adult mentoring • Follow up services for at least 12 months • Comprehensive guidance and counseling which may include drug and alcohol abuse counseling and referral • Financial literacy education • Entrepreneurial skills training • Labor market information • Preparation for and transition to postsecondary education and training • Job Corps Program 	<p>caring adult as a mentor and navigator to help youth connect with community resources</p> <ul style="list-style-type: none"> • Integration of services from various programs to provide co-enrollment opportunities and blended funding • Use of social media to keep youth engaged • Encourage youth to design program activities and utilize their input to improve services • Established partnerships with organizations to offer community service projects that are meaningful to youth leadership development efforts • Services have integrated cultural enrichment components that are motivational and relevant to youth development • Flexibility in delivering instruction face to face and using web based curriculum 	<p>that developed with Building Industry Association.</p> <ul style="list-style-type: none"> • Adult mentoring activities need to be expanded to recruit more mentors from industry, education and non-profit sectors. • Entrepreneurial training needs to be strengthened to attract more youth participation. • Support services do not include the resources to assist youth to obtain driver's license.
<p>Capacity to Provide Services:</p> <ul style="list-style-type: none"> • The City's Youth Services Center implements a variety of youth programs using a joint case management approach and a tracking database to maximize opportunities for co-enrollment and leverage of funding resources. E.g. YouthBuild participants are co-enrolled in WIOA Youth program to access services that are most effective in addressing the youth's education, leadership development and employment training needs. • Staff are experienced in serving youth with barriers to employment. • Services to juvenile offender and ex-offenders are enhanced by the following activities: 		

The Youth Services Center administers the only diversion program on Oahu--Juvenile Justice Center-- for first time minor offenders. The Ho'opono Mamo program uses an innovative approach --"civic citation" rather than "arrest" to divert from and prevent further involvement in the justice system. Cultural enrichment components and therapeutic counseling are integrated into the program.

- The Youth Services Center also administers the Proud To Be A Jerk Campaign and the Alcohol and Drug Abuse Division (ADAD) Community-Based System of Prevention Project, both of which are community mobilizing efforts to prevent the risky behaviors of alcohol and substance abuse among young people. Wraparound services are also provided to youth and their families using innovative intervention approaches.
- For youth with disabilities, the Youth Services Center implements the Summer Youth Employment for Title IV, Division of Vocational Rehabilitation, to provide summer employment opportunities with support from public and private employers as worksites.
- WIOA Youth program is co-located with the Adult and Dislocated Worker programs at the comprehensive one-stop center to provide flexibility in serving young adults 18 and older with multiple options.
- Hawaii Job Corps has the capacity to serve 211 students in the City and County of Honolulu.

The Summer Youth Employment Program (SYEP) is a partnership between the State Department of Vocational Rehabilitation (DVR) and the City and County of Honolulu, Department of Community Services (DCS). Funded through Title IV of the Workforce Innovative and Opportunities Act (WIOA), SYEP is utilized to meet the Pre-Employment Transition Services (Pre-ETS) required through WIOA. SYEP services up to 100 youth participants with disabilities, ages 16-24, throughout the island of Oahu. They are placed with various employers in the public sector (City and Federal), non-profit organizations and private businesses. Participants returning to the DOE in the Fall are considered Target 1 participants, they are given first priority, and they only work up to six weeks in the summer. Target 2-4 are participants who have either completed their High School requirements, are in college, or are DVR participants under the age of 24. They are able to work a total of eight weeks. All participants are able to work up to 30 hours a week and build their schedules with their Site Supervisor and their Case Manager.

The aim of the program is to provide hands-on work experience for youth with disabilities to learn the transferrable hard and soft skills needed to obtain and retain long-term employment. SYEP participants are given entry-level positions and must perform the duties required for the position they are filling. They receive mentoring, case-management, and counseling throughout their tenure from the SYEP Case Manager assigned to them and their site supervisor. They are also mandated to attend a week-long pre-employment training prior to the start of SYEP. The training covers important topics including communication, enthusiasm and attitude, how to work in teams, professionalism and work ethic, problem solving, emotional intelligence, and self-advocacy.

SYEP staff also work with employers, educating them on workplace etiquette when working with people with disabilities. They also challenge implicit bias that acts as a barrier for employers to hire people with

disabilities. Lastly, they encourage employers who have openings, to hire SYEP participants after the program.

There are a few challenge areas for SYEP that were experienced in both years thus far. One is that for the majority of the year, there are only two staff people to do all employment outreach. DCS's SYEP services the Transition Section of DVR and works with DOE high schools. It is important to place students at worksites that are nearby, geographically, and in some of the more rural areas it is hard to create buy-in for SYEP and establish partnerships with businesses. Another challenge is the language utilized in the Worksite Agreements. Primarily making sure that roles and responsibilities are clear of both the business and the City. Lastly, SYEP staff do not interact with students prior to the mandatory pre-employment training. Staff do provide orientations and one-on-ones to complete participant paperwork, but because it is not required and there are only two staff, unfortunately, it is unlikely that there will be orientations and one-on-ones for everyone. Not having the relationships with the young people and therefore understanding of their skills and capabilities, it can be harder to place at worksites for the summer.

There are many strengths of SYEP. Since partners are primarily private and non-profit businesses, there are opportunities of employment post SYEP. After the first year of programming, 10 of the 60 participants were either offered a job or encouraged to apply for an open position. Supervisors of another 12 participants had openly stated that they would consider them for hire if a position opened up and/or when they met the minimum qualifications of the position. Another strength is that through SYEP, participants are taught how to advocate for themselves in the workspace, whether there is something negative happening in the workspace or requesting accommodations. They are learning self-confidence, as well as what they need to be successful in employment. SYEP staff work to dismantle implicit bias towards youth with disabilities by businesses. Staff developed a training for businesses on hiring etiquette for people who are blind or visually impaired. That training focuses on what to do and not do when interviewing potential employees, and really has the employer recognize that the pre-conceived notions of what someone who is blind/visually impaired can do in employment. Staff also work with employers to broaden their ideas on the type of positions that individuals with disabilities are able to have, increasing the number of competitive employment opportunities for that community. In a debrief with businesses held at the end of the 2016 program, the biggest take away for them was that the skills and capabilities of the participants exceeded the expectations of many of the site supervisors and they realized that the community are capable of many different job tasks. This change in perspective has shown to impact their willingness to partner with SYEP. An example of this would be with Teddy's Bigger Burgers. Last year, we worked with only one site location. After their experience, they decided that they wanted to partner with SYEP for the 2017 program and submitted applications for nine different site locations across the island.

1.6 Identify successful models and best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9)]

In the City and County of Honolulu, the following trends have proven to be successful workforce services for youth:

- Programs that prepare youth for work experiences through training and guidance in soft skills.

- Programs that train youth in technical skills, or hard skills, needed for specific career pathways or work settings.
- Staff devoting time to developing and maintaining supportive relationships with youth.
- Programs that communicate what is expected of employers, youth, and families BEFORE the start of work-based activities.
- Programs that carefully match youth to work experience opportunities based on individual interests and skills.
- Programs that provide on-going support to youth and employers throughout the work experience.

Social Media

Oahu WorkLinks Youth Program (WIOA) opened a Facebook account on November 29, 2016, and has drawn 225 “friends” who are current or alumni participants. The account is set-up for announcements, job openings, recruitment and for communicating with participants through private messaging. Case Managers have been able to successfully follow-up with their participants and receive paystubs and other follow-up documents through the private messages feature. Text messaging has also shown an increase in communication with the participants and receiving documents and paystubs.

The difference between text messaging and Facebook is participants would not be able to receive text messages without cell phone services, whereas, they are able to access the internet and Facebook with a connection to Wi-Fi, accessible in most public places.

YouthBuild

The City and County of Honolulu has shown a tremendous commitment to workforce services for youth as evidenced by implementing a high quality jobs program during the summer, recently extending service to older out of school youth. The return on that investment and effort, however, can be greatly multiplied if summer funding is used in tandem with other federal youth funds, discretionary funding, resources from other youth serving systems, and community resources to build a comprehensive youth employment support system for those youth in more vulnerable situations for which a summer job alone is simply not enough.

Since its initial implementation in August 2000, YouthBuild Honolulu has operated in the City and County of Honolulu. In 2008, the City began to focus on improving its YouthBuild program by joining the YouthBuild USA Affiliated Network. The Network is made up of YouthBuild programs, students, and alumni who are committed to adhering to the philosophy of the YouthBuild program model, implementing and enhancing its design and program standards, and building a strong YouthBuild movement in partnership with YouthBuild USA and each other. The Affiliated Network’s goals are: (1) To create a nationwide system of mutual support and learning for YouthBuild students, graduates, staff, program directors, executive directors, and board members; (2) To achieve the highest possible outcomes and impact; (3) To access public and private funding to bring the YouthBuild opportunity to every youth and community that seeks it; (4) To create opportunities for YouthBuild graduates and directors to build their leadership skills and their positive influence; and (5) To encourage public policies that will improve opportunity for low income young people and diminish poverty. As an Affiliate, YouthBuild Honolulu is committed to utilizing the *YouthBuild Program Design and Performance Standards*, which contains best practices that have been continuously reviewed and updated by youth-service professionals and young people to design its YouthBuild program.

YouthBuild Honolulu is designed to address the many needs of young people in an environment where young people are respected for their intelligence and different cultural backgrounds and values; and encouraged to focus and plan a successful future. To create and maintain an environment where youth feel respected, safe to be themselves and make positive changes, staff are patient and caring role models that understand the challenges the youth face because of similar challenges they have overcome. YB staff share the lessons they've learned and encourage youth to take responsibility for their life and visualize themselves as future leaders in their families and communities. All occupational skills training partners are also committed to treating and viewing the participants in the same manner. Consequently, the most important element of the YB program design is youth leadership development. Opportunities for the young people to develop their leadership skills are integrated into the education, occupation training and community service learning projects. The best illustration of how the community benefits from the leadership skills developed by the youth is their ability to assist with the building of affordable homes for low income families. Since 2000, YouthBuild has assisted in building 50+ affordable homes in Waianae and Ewa Villages. By building homes, many youth develop a commitment to continue to serve their community beyond the program. One excellent example of this is 2011 YouthBuild Honolulu graduate, Cedric Gates who in November 2016 was elected to the House of Representatives (District 44 – Waianae). At age 23 and the youngest State Representative, he credits YouthBuild Honolulu for instilling in him the confidence to serve his community in his present capacity.

As of March 31, 2017, the following performance outcomes were reported to USDOL:

- Placement in Employment or Education – 63.6% (Goal – 70%)
- Attainment of a Degree or Certificate – 83.53% (Goal – 70%)
- Literacy and Numeracy Gains – 70.37% (Goal – 60%)
- Retention Rate – 89.36% (Goal – 75%)
- Recidivism Rate – 0% (Goal – 20%)

The City continues to implement the YouthBuild service delivery model because it provides the best array of services for young people to develop into future leaders.

Section 2: Strategic Vision and Goals

Section 2 responses should be made in collaboration with the members of the local workforce development board and other community stakeholders.

2.1 Provide the local board's strategic vision and goals for preparing an educated and skilled workforce in the local area, (including youth and individuals with barriers to employment). [WIOA Sec. 108(b)(1)(E)]

Oahu Workforce Development Board's (the Board) vision for workforce services in the City and County of Honolulu is:

All job-seekers will have the skills needed for sustainable employment and self-sufficiency now and in the future, and all employers who sustain, grow and diversify our local economy will have competitively-skilled employees.

To reach this vision, the City and County of Honolulu will work to achieve the following goals:

1. To provide coordinated, aligned services.
2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including veterans, unemployed workers, youth with disabilities, homeless individuals and Native Hawaiians, which are currently of critical concern in the State.
3. To develop sector strategies and a career pathways system that will integrate education and training, and move skilled job seekers into high need industries and growth industries that will diversify the economy.
4. To strengthen a high employment rate by supporting sustainable employment and self-sufficiency.
5. To fully engage employers in the workforce development system to address the talent shortage.

2.2 Describe how the local board’s vision and goals align with and/or supports the vision of the Hawaii Unified State Plan:

“All employers have competitively-skilled employees, and all residents have sustainable employment and self-sufficiency.” [<https://labor.hawaii.gov/wdc/files/2012/11/DRAFT-Hawaii-WIOA-Unified-State-Plan-060816.pdf>] pg. 75

The Board’s members and stakeholders identified a vision that is slightly altered from the vision in the State’s WIOA Unified State Plan. The group changed “residents” to “jobseekers” in order to more specifically articulate the population that is within the purview of workforce services; and will support employers who “sustain, grow and diversify the economy” with a skilled workforce as the group felt this more adequately aligned with the intention of WIOA of aligning workforce and economic development.

In addition, the Board’s members and stakeholders determined that the goals in the State’s WIOA Unified State Plan should be the same, with a slight modification to goal #4, for the City and County of Honolulu workforce services. Therefore, because they are nearly identical, the City and County of Honolulu’s goals align directly with the State’s in the Unified State Plan. However, the strategies that will be implemented to achieve these goals will be specific to the City and County of Honolulu.

2.3 Describe how the local board’s vision and goals contribute to each of the Unified State Plan goals:

- a. To provide coordinated, aligned services.
- b. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including homeless individuals and Native Hawaiians, which are currently of critical concern to the state.
- c. To develop sector strategies and a career pathways system that will integrate education and training, and move skilled job seekers into growth industries.

d. To fully engage employers in the workforce development system to address the talent shortage.

The Hawaii Unified State Plan includes a number of strategies under each goal. It is up to the discretion of the local board to determine what strategies best fit their local needs. (pgs. 77-79)

1. To provide coordinated, aligned services.
 - The City and County of Honolulu will implement and monitor for purposes of continuous improvement a seamless, coordinated service delivery model that will be supported through Memoranda of Agreement (MOA). The MOAs will describe partner roles and responsibilities to achieve coordination of services.
 - Core partners and other key service providers will utilize the State's common intake/referral process (once developed) which will support coordination of services, help to avoid duplication of services, reduce paperwork, and streamline administrative operations.
 - The Board will take advantage of any staff training the State provides on the centralized data system (once implemented), which the Board understands will populate from a common intake/referral process and aggregate data pertinent to common performance measures.
 - The Board will require core partners and other key service providers to provide reports on a quarterly basis via Board meeting to share successes, challenges and outcomes in order to determine any necessary strategies for continuous improvement of coordinated services.
 - The Board will develop and implement a "no wrong door" policy in FY17 in order to promote getting jobseekers into the services they need no matter where they access the system.
2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including unemployed workers, veterans, youth with disabilities, homeless individuals and Native Hawaiians which are currently of concern in the State.
 - The Board will work with core partners and key services providers to develop and implement policies and procedures in FY17 that will ensure vulnerable populations with barriers to employment (those identified in the State's Unified State Plan) receive priority of services.
 - The Board will engage employers and the broader community throughout the period of this four-year Local Plan to improve the labor market and employment outcomes for vulnerable populations.
 - The Board will implement the State's strategy (once developed) to better serve homeless individuals and Native Hawaiians.
 - The Board will work with core partners and other key service providers in FY17 to establish a MOA that outlines each agency's roles and responsibilities in providing effective, high-quality, intensive, wrap-around services to vulnerable populations.
 - The Board will work with core partners and other key service providers to coordinate resources in order to provide adequate professional development to workforce staff so that the highest-quality and most effective, evidence-based services are provided to vulnerable populations so these populations achieve success.
 - The Board will utilize strategies identified through the State's Rural Outreach Services Initiative to improve access to workforce development services to jobseekers who live in rural and underserved areas in the City and County of Honolulu.

3. To develop sector strategies and a career pathways system that will integrate education and training, and move skilled job seekers into high need and growth industries.
 - The Board will use state and local labor market information that describes skill needs and growth industries to drive workforce services.
 - The Board will establish sector initiatives that facilitate ongoing dialogue between service providers, employers and other key stakeholders to increase understanding of growth industry needs, foster learning between related businesses and coordinate use of information and resources to formulate and implement effective workforce solutions that meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers.
 - The Board through committees will align policies and funding streams across education, workforce, and economic development services to focus local resources on the training that moves workers into industries with high-quality jobs that lead to better financial outcomes and longer job tenures for workers.
 - The Board will take an active role in the development of the “common pathways” for both individuals who desire to pursue secondary education AND for individuals who do not desire to pursue secondary education but desire to learn employment skills through work experience and/or on-the-job training.
 - The Board will coordinate a “common” work assessment process between core partners.
 - The Board will continue with the current iCAN bridging program at the Community Schools for Adults as a stepping stone to proceed into a career pathway leading to a work-readiness certificate and/or degree and economic success. Work closely with UH/CC to create possible dual enrollment and pre-apprenticeship classes for adult learners.
 - The Board will align sector strategies and career pathways efforts with local economic development goals.
 - The Board will support alternative, non-formal education pathways to employment.
4. To strengthen a high employment rate by supporting sustainable employment and self-sufficiency.
 - The Board will support small enterprises (that comprise over half of the City and County of Honolulu’s employers) by supporting policies that make it easier to hire or train additional staff, particularly from those populations with barriers to employment who struggle in the labor market.
 - The Board will promote skills development through strategic leadership and long-term direction to fortify investments in training, enhance job readiness, industry specific and soft skills acquisition and institutionalize alternate learning methods in ways that help vulnerable populations.
 - The Board will encourage flexible work, e.g. job-sharing or part-time, for individuals with special needs that preclude full-time employment.
 - The Board will coordinate core partner efforts to ensure that all participants are “registered” into the PMIS and have access to the job seeker resources.
 - The Board (through detailed MOAs) will negotiate roles and responsibilities for each core partner agency and other key services providers involved with the job seeker. The roles and responsibilities will include, but not limited to: (1) assessment for identifying a career pathway; (2) obtaining the skills for a job; (3) preparing for interviewing and getting the job; (4) maintaining the job; (5) and/or advancing in the job.

- The Board (in order to address the high cost of living in the City and County of Honolulu) will work with employers and economic development leaders to support job opportunities that provide a living wage, advancement and mobility in order for jobseekers to achieve self-sufficiency.
- The Board through its Employer Engagement Committee will develop strategies that support start-ups, entrepreneur opportunities, new and existing employers and innovation throughout the City and County of Honolulu.

5. To fully engage employers in the workforce development system to address the talent shortage.

- The Board will support the State's effort to improve employer use of the PMIS by promoting the benefits of using it locally; overcoming employer reluctance by ensuring they receive adequate training; and by forwarding suggested system improvements to the State so that the PMIS will be as "user-friendly" as possible.
- The Board through its Employer Engagement Committee will work to expand employer involvement throughout the workforce development system.
- The Board will develop strategies that focus on short-and long-term goals aligned with industry and community needs, created with industry and community input, and sustained through industry and community oversight and participation.

2.4 Describe how the local board's goals relate to the achievement of federal performance accountability measures to support local economic growth and economic self-sufficiency. [WIOA Sec. 108(b)(1)(E)]

Goals	Performance Measures
To provide coordinated, aligned services.	<p>Supports getting jobseekers into sustainable employment as efficiently and effectively as possible, with the skills and credentials they need.</p> <p>This goal specifically aligns to the following performance measures:</p> <ul style="list-style-type: none"> • Employment • Skills Gains • Credential Attainment • Serving Employers
To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including veterans, unemployed workers, youth with disabilities, homeless individuals and Native Hawaiians, which are currently of critical concern in the State.	<p>Supports getting jobseekers with barriers to employment into sustainable employment, with the skills and credentials they need.</p> <p>This goal specifically aligns to the following performance measures:</p> <ul style="list-style-type: none"> • Employment

	<ul style="list-style-type: none"> • Skills Gains • Credential Attainment
To develop sector strategies and a career pathways system that will integrate education and training, and move skilled job seekers into high need industries and growth industries that will diversify the economy.	<p>Supports providing jobseekers with the skills and credentials they need by moving them through pathways that support sustainable employment into high-demand, high-growth jobs.</p> <p>This goal specifically aligns to the following performance measures:</p> <ul style="list-style-type: none"> • Employment • Skills Gains • Credential Attainment • Serving Employers
To strengthen a high employment rate by supporting sustainable employment and self-sufficiency.	<p>Supports providing jobseekers with the skills and credentials they need and moving them into sustainable employment with a living wage.</p> <p>This goal specifically aligns to the following performance measures:</p> <ul style="list-style-type: none"> • Employment • Median Earnings • Serving Employment
To fully engage employers in the workforce development system to address the talent shortage.	<p>Supports providing employers with employees who have the skills and credentials they need for successful employment (i.e., a skilled workforce).</p> <p>This goal specifically aligns to the following performance measures:</p> <ul style="list-style-type: none"> • Employment • Skills Gains • Credential Attainment • Serving Employers

Priority of Service to veterans and eligible spouses is implemented from the point of entry, whether online access or on-site, when they visit American Job Center-O'ahu WorkLinks (AJC). When covered persons, defined in section 2(a) of the Jobs for Veteran's Act (JVA) of 2008 as a veteran or eligible spouse, come in to the center for career services, posters are displayed from the entrance to the reception area to alert them of their priority status. At the Dillingham comprehensive AJC, for example, a priority of service table is located at the front door to draw attention to covered persons.

Front desk staff shall ask any customer who comes into the center if he/she is a veteran or an eligible spouse. A customer who says that he/she is veteran or an eligible spouse shall fill-out the Questionnaire to Determine Eligibility for Veteran's Priority of Service and the Questionnaire to Determine SBR/Veterans Eligibility to refer to DVOPs (See attached).

Once identified as a covered person, he or she shall have priority to services offered at the center. Whether the covered person came in for self-service or basic career services, a covered person shall be given priority first, such as the use of computers in the resource center. A covered person shall be given priority first, compared to a non-covered person, to interview with a counselor to determine their career needs. There shall be five slots reserved for covered person during briefings, workshops, seminars and assessments offered by the center.

Veterans and eligible spouses shall receive priority of service among all eligible individuals for training services in the WIOA Adult program. However, he/she must meet the eligibility criteria and WIOA priority groups such as low income, recipient of public assistance or those who are basic skills deficient. Covered person who meets these description shall be given first priority access to training funds.

However, veterans and eligible spouses who are not low income, and not recipients of public assistance and not basic skills deficient shall receive third priority based on WIOA Bulletin No. 14-16 by the State of Hawaii-Workforce Development Council. Non-covered persons who are low-income, receiving public assistance and are basic skills deficient shall receive second priority.

Training funds will be made available to them by priority and they are informed that they do not have to exhaust training benefits from other veteran programs to avail WIOA training funds."

Attachments:

- [VETERAN ELIGIBILITY TO REFER TO DVOPs.doc](#)
- [QUESTIONNAIRE TO DETERMINE VETERANS PRIORITY OF SERVICE.doc](#)

Section 3: Local Area Partnerships and Investment Strategies

Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board, partners, and stakeholders.

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the organizations that carry out core programs to align resources in the local area, in support of the vision and goals described in Question 2.1. [WIOA Sec. 108(b)(1)(F)]

The Board will establish partnerships and develop and implement strategies to coordinate services with core programs: Title I – Adult, Youth and Dislocated Worker program, Title II – Adult Education and Family Literacy program, Title III – Employment Services, and Title IV – Division of Vocational Rehabilitation. The Board will have signed Memoranda of Agreement with each core partner and will coordinate services through the American Job Centers by providing comprehensive, non-duplicative integrated education and training, career preparation and placement, and critical support services to jobseekers, particularly vulnerable populations with barriers to employment, in order to ensure they acquire the knowledge, skills and credentials they need to secure sustainable employment and self-sufficiency. The Board will negotiate a cost-sharing formula in FY17 through the MOU process that is approved by each core and mandatory partner that will support a coordinated service delivery strategy to ensure effective and efficient services to jobseekers and employers.

The Board and OWDB staff developed strong partnerships with representatives of core partner agencies, including UI, through the development of the City and County of Honolulu Local Plan. The Board will continue to strengthen these relationships by meeting quarterly to further coordinate (align and integrate) services. This ongoing communication will help establish and re-establish roles and responsibilities among the partners, negotiate action plans, and review progress. If over time the Board and core partners feel meeting quarterly is too often, the Board will consider altering to biannual meetings.

The MOU will be developed as part of the negotiation process with a new one-stop provider Spring 2017. The Board will ensure that core partners as well as other services providers include in the MOU how their services will directly support the vision and goals of the City and County of Honolulu Local Plan as well as link to negotiated performance targets

The Board will develop and implement a *Coordinated Service Delivery Model* strategy in FY17. The idea for this strategy emerged during the stakeholder session to develop this Local Plan. The details of this strategy will be developed in FY17 by the Board through its Performance Measures and Accountability Committee working with core partner agencies and other key service providers. This strategy will include the following elements:

- Signed partnership agreements between the Board, core programs and the American Job Centers with articulated roles and responsibilities
- A common intake and assessment process
- Targeted outreach to vulnerable populations, including individuals with disabilities
- A robust referral network to ensure comprehensive wrap-around services and no one falls through the cracks
- Meaningful employer engagement
- Sector strategies and career pathways efforts that support in-demand industries
- Integrated education and training
- Comprehensive support services
- Education, career and life planning
- Transition services into employment

3.2 Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006. [WIOA Sec. 108(b)(2)]

The Board will include the following programs/partners in the City and County of Honolulu's workforce development system:

Adult Education and Literacy

McKinley and Waipahu Community Schools for Adults
Hawaii Department of Education

Wagner-Peyser

Department of Labor and Industrial Relations Oahu Branch
Jobs for Veterans

Vocational Rehabilitation

Department of Human Services

- Division of Vocational Rehabilitation

Temporary Assistance for Needy Families

Department of Human Services

- Benefit Employment and Support Services Division

Supplemental Nutritional Assistance Program

Department of Human Services

- Benefit Employment and Support Services Division

Carl D. Perkins Career and Technical Education Act of 2006

University of Hawaii System of Community Colleges:

- Kapiolani Community College
- Leeward Community College
- Windward Community College
- Honolulu Community College

University of Hawaii Manoa

University of Hawaii West Oahu

Innovative Offender Re-entry Program

WorkNet Inc.

Second Chance Grant – Department of Public Safety

Native Hawaiian Non-Profit Organization

Alu Like

Title 1-C

Hawaii Job Corps

Senior Community Service Employment Program (SCSEP)

Honolulu Community Action Program

Respite Companion Services Program

Department of Human Services

Unemployment Insurance Services

The CIO (Chief Information Officer) Council of Hawaii has over 130 members, representing most of Hawaii's business and government sectors, who share a vision for improving technology adoption throughout those sectors in the State of Hawaii.

The Board will explore new partnerships through signed MOUs with the following agencies:

High Technology Development Corporation

Temporary Assistance to Needy Families (TANF) Program and Supplemental Nutrition

Assistance Program (SNAP)

Office of the State Director for Career and Technical Education

Shidler College of Business

Hawaii Literacy

Goodwill Hawaii

Kamehameha Schools Bishop Estate

Chamber of Commerce of Hawaii

Hawaii Strategic Development Corporation

Restaurant Association

Office of Hawaiian Affairs

Oahu Economic Development Board

Center on Disability Studies, University of Hawaii Manoa

University of Hawaii West Oahu

Juvenile Justice Center

Family Service Agency

Hawaii Alliance of Community Based Economic Development

Department of Hawaiian Home Lands

Department of Business, Economic Development and Tourism

Department of Public Safety

CIO Council of Hawaii

Hawaii Bankers Association

Hawaii Business Roundtable

Hawaii Agricultural Foundation

3.3 Describe efforts to work with partners identified in 3.2 to support alignment of service provision to contribute to the achievement of the Unified State Plan’s goals and strategies. [WIOA Sec. 108(b)(2)]

The Board will work diligently with partners to ensure each partner’s roles and responsibilities are clearly articulated in signed MOUs that are reviewed annually. The Board has limited staff and will only be able to review MOUs on an annual basis. This annual review of MOUs will help establish and re-establish roles and responsibilities among the partners, negotiate action plans, and review progress. The review may mean that something within the MOU needs to be revised, or it may mean that all is good and all that is needed is re-signed to re-establish the partnership. Annual review of MOUs helps to ensure they have more meaning, are regularly evaluated and are “in the know” as staff changes over time. This will not only define roles so that each partner understands their role within the local workforce system, but will work to avoid duplication of services. The WDD representative, as a core partner, will ensure appropriate inclusion of workforce programs.

Effective and efficient services will be coordinated through a robust referral network established by the partners and administered through the American Job Center delivery system. All partners will target services to vulnerable populations with barriers to employment identified in this Plan. These services will include:

- Common intake and assessment among partners
- Outreach to targeted populations with barriers to employment
- Education, career and life planning
- Career awareness and exploration
- Movement of jobseekers along career pathways using sector strategies promoting in-demand industries
- Comprehensive support services to promote retention and persistence
- Transition into postsecondary education and employment
- Meaningful employer engagement, particularly in growth industries

The City and County of Honolulu’s *Coordinated Service Delivery Model* which (as described in Section 3.1 of this Local Plan) will be developed in FY17 will help to achieve the vision and goals for the local workforce system by reaching and serving jobseekers, particularly those with barriers to employment, and moving them into sustainable employment and self-sufficiency.

3.4 Describe the local board’s plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act and services provided in the local area through the one-stop delivery system to improve services and avoid duplication of services. [WIOA Sec. 108(b)(12)]

The Board will work with core programs, the American Job Centers and other local service providers to develop an online referral network where services offered among participating partners are clearly articulated. The focus will be on building a strong one stop system that will coordinate services and ensure that those services address the needs of employers and job seekers, especially those from the priority populations. Using this referral network along with a common intake and assessment

process will ensure jobseekers and employers are served effectively, get the services they need, do not fall through the cracks and eliminate duplication of services. These services will include outreach and access to vulnerable populations with barriers to employment, career preparation and placement, integrated education and training, and comprehensive support services.

In FY17, the Board through its Performance Measures and Accountability Committee will work with core partners and other key service providers to establish criteria for coordinating services with the Wagner-Peyser program. This criteria will be articulated in the MOU during the selection of a new one-stop provider. Effective coordination of services will be regularly monitored by the Board throughout the duration of this Local Plan to ensure continuous improvement.

In addition, the Board will identify in FY17 the roles and responsibilities of each partner agency in order to maximize coordination of services. These roles and responsibilities will then be articulated in the MOUs with core partner agencies. In addition, the City and County of Honolulu's Coordinated Service Delivery Model (described in Section 3.1 of this Local Plan) will help to ensure efficient coordination of services, avoid duplication of services, help to establish partner roles and responsibilities.

<p>3.5 Describe how the local board will coordinate the workforce investment activities with providing Adult Education and Literacy activities (under Title II) and describe how the local board will carry out a review of local applications submitted under Title II Adult Education and Literacy, consistent with the local plan and the State's provided criteria. [WIOA Sec. 108(b)(13)]</p>

The Board through its American Job Centers will partner with local Adult Education & Family Literacy Act (AEFLA) programs to provide adult education services to jobseekers when appropriate. AELFA provides an important opportunity to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being.

Services provided under AEFLA will lead to further education, training opportunities, and work, and will be based on best practices. The diversity of individuals who possess low skills requires a broad approach to skills development.

As one of the core programs under WIOA, the AEFLA program will play an integral role in Oahu's workforce development system by providing access to educational services for adult learners through the American Job Center delivery system. AEFLA will increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program will also assist in the transition to postsecondary education and training through the use of career pathways.

The AEFLA program will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- Support the educational and skill achievement of parents and family members to participate in the

- educational development of their children and improve economic opportunities for families;
- Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

The Board will participate in the review of AEFLA applications consistent with WIOA requirements as outlined in the Hawaii Unified State Plan as deemed appropriate by the Hawaii Department of Education (HIDOE).

- 1) An appointed committee of Board members, who are deemed not to have a conflict of interest, will review applications that have been assigned to Oahu's local board for its review by the HIDOE.
- 2) The Review Committee will review the AEFLA applications for consistency with the City and County of Honolulu Local Plan based on the criteria provided by the State within the appropriate timeframe (that are described in the Unified State Plan).
- 3) The Review Committee will make recommendations to the HIDOE to promote alignment with City and County of Honolulu's Local WIOA Plan.
- 4) The HIDOE must consider the results of Oahu's local board review in determining the extent to which the application addresses the required funding considerations in WIOA.
- 5) The Review Committee will ensure all applications are reviewed consistently and fairly.

On the planning and policy level: WorkHawaii (WH) Assistant administrator serves on Adult Education Advisory Council. Staff participated in state planning process, establishing goals under WIOA to use AEFLA funds to expand the implementation of workforce preparation activities and integrated education and training. On the operational level: one stop partner programs will collaborate on common intake, assessment of academic and employability skills, and referrals among one stop programs that best meet the needs of the participant. Title I, Title II and Carl Perkins programs may braid funding for integrated education and training programs such as iCAN in which Waipahu Community School for Adults (CSA) may conduct academic instruction in the context of a specific occupation or occupation cluster, as well as the National Work Readiness Certificate curriculum, while Oahu WorkLinks may provide work-based learning opportunities for participants to experience first-hand the workplace environment in the occupation cluster of their interest and obtain training on the job or apply classroom learning to the job. Oahu WorkLinks will work closely with the CSA Transition Coordinators to identify students whose career plan is to pursue post-secondary education and if they are eligible, they can receive an Individual Training Accounts (ITA) to enroll with the Community Colleges or other Eligible Training Providers. These iCAN classes can take place at Oahu WorkLinks or at the CSA facilities. Oahu WorkLinks may also assist students to enter apprenticeship, other career training or employment. McKinley CSA will collaborate with one-stop partners by providing basic academic instruction for participants who perform below the 6th grade level to improve their competencies so that they can advance to the Competency-Based Community School Diploma program to eventually obtain a high school equivalency diploma to further their careers.

3.6 Describe how the local board will coordinate workforce investment activities carried out in the local area with economic development activities carried out in the State, and promote entrepreneurial skills training and microenterprise services. [WIOA Sec. 108(b)(5)]
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The Board will support workforce investment activities that seek to improve the economic well-being and quality of life for the City and County of Honolulu by engaging employers of all sizes who create and sustain jobs and support livable wages in an effort to grow the local economy.

The Board identified activities that will be implemented to support economic development. In FY17 the Sector Strategies and Career Pathways Committee will further articulate an action plan to carry out each of these activities. This will be an item on a future Board agenda to establish a process and timeline to develop this action plan. The Board hopes to carry out the economic activities in coordination with workforce activities through the implementation of the statewide career pathways model (described in the State's Unified State Plan), including entrepreneurial and microenterprise services.

The Board will carry out the following activities to support economic development:

- Providing a skilled workforce;
- Supporting small and medium-sized enterprises, including entrepreneurship;
- Encouraging the formation of new enterprises, including entrepreneurship;
- Supporting the soft infrastructure of economic development (educational and workforce development, institutional support systems, and regulatory issues);
- Supporting the growth of particular clusters of businesses, particularly in-demand and high-need industries, and cultural and place-based business;
- Targeting particular parts of the city for regeneration or growth (area-based initiatives);
- Supporting informal and newly emerging businesses; and
- Targeting and assisting vulnerable populations with barriers to employment into the workforce.
- Developing and securing partnerships with existing agencies/councils whose focus is on economic development.

The Chamber of Commerce Hawaii is convening industry-led sector groups to facilitate the development of Sector Summits in early 2017 on Food Manufacturing and Healthcare. The Board will participate in these Summits and will align services around sector needs that emerge from these efforts.

At the board meeting on 4/25/17 the Sector Strategies and Career Pathways Committee was created and Pono Chong is the chair. Pono works for the Chamber of Commerce Hawaii and is convening the sector strategy meetings on Oahu in partnership with UH Foundation and a grant from USA Funds.

Presently, the Chamber is conducting food manufacturing, healthcare, and information technology sector partnerships on Oahu. Design Engineering will be launched next month. The sectors were chosen at the Sector Summit held in December 2016. Representatives from all four counties met and decided on their sector partnerships. OWDB has been involved in the process from the start and will work to share in the metrics.

3.7 Describe how the local board will coordinate education and workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(10)]

The Board will partner with the following education agencies to support integrated education and training at the secondary and postsecondary levels in order to ensure jobseekers have the necessary knowledge, skills and credentials to secure meaningful employment in high-demand industries and self-sufficiency.

- Hawaii Department of Education
 - Adult Education and Family Literacy Program: McKinley and Waipahu Community Schools for Adults
 - Career and Technical Education
- University of Hawaii System of Community Colleges:
 - Kapiolani Community College
 - Leeward Community College
 - Windward Community College
 - Honolulu Community College
- Shidler College of Business
- Hawaii Literacy

In FY17, the Board, through its Sector Strategies and Career Pathways Committee, will develop strategies and an action plan to coordinate services with secondary and postsecondary education agencies.

The Board will implement the State's comprehensive Hawaii Career Pathway Model as described in the State's Unified State Plan. This model supports pathways and sector strategies in high demand industries. Through ongoing collaboration, we will ensure a well-integrated career pathways system with minimal duplication of services.

Postsecondary education providers play a key role of providing occupational skills training, job-related instruction for apprenticeships, skill upgrading for incumbent workers, or customized training to meet a business or a group of businesses' specific needs. Participants select training programs from providers that are on the Eligible Training Provider List after conducting labor market research. Our Service Provider partners with training providers such as the Community Colleges or private providers to develop new training programs that meet industry needs: e.g. a Patient Service Representative program was developed with input from healthcare employers; discussions have been ongoing about training for new jobs in rail operations and maintenance; new curricula have been developed for Software Developer and Web Developer for the Information Technology (IT) Apprenticeship program. With the launch of Sector Partnerships beginning in 2017, there will be even closer collaboration between economic development, workforce and education partners to support the agenda driven by private industry.

- A purpose of the career pathways system is to create a whole range of things employers can do to support the workforce development system and get jobseekers ready for work, with the ultimate goal of being hired.

Career and technical education programs of study, including those that lead to industry recognized credentials, are a critical component of career pathway systems, along with pathways serving lower-skilled adults, high school students, disconnected or “opportunity” youth, veterans, incumbent workers, individuals with a disability, public assistance recipients, new immigrants, English language learners, and other targeted populations.

- Hawaii’s Career Pathway System supports pathways and sector strategies in high-demand industries and will:
 - Align with skills needed by industries;
 - Prepare individuals to succeed in a range of education options;
 - Include counseling to support an individual in achieving education and career goals;
 - Include, as appropriate, concurrent education and training opportunities for specific occupations;
 - Organize education, training, and support services to meet individual needs and accelerate educational and career advancement;
 - Enable individuals to attain a high school diploma or equivalent, and at least one postsecondary credential; and
 - Help individuals enter or advance within an occupation.
- Hawaii’s system will provide participants with multiple entry points to accommodate academic readiness and multiple exit points. The intent for career pathways is to lead to industry-recognized credentials with occupational advancement opportunities.
- In 2016, Hawaii was introduced to an industry-led sector strategy approach that mobilizes a critical mass of business leaders to tackle workforce and broader competitiveness priorities of their industry sector. As part of Hawaii’s Career Pathway System model, we will continue working in partnership with education, workforce development and economic development stakeholders to utilize this sector strategy approach as a vehicle for strengthening the economy and aligning education programs to meet the ever changing needs of the business and industry sectors.

3.8 Describe how the local board will coordinate workforce investment activities with the provision of transportation, including public transportation and other appropriate supportive services in the local area. [WIOA Sec. 108(b)(11)]

WIOA Youth and YouthBuild programs provide bus passes to participants with demonstrated need to support their activities for training and employment purposes.

Other support services offered to job seekers through the American Job Centers based on eligibility include:

- Housing
- Public Assistance
- Substance Abuse Treatment
- Mental Health Counseling
- Financial and Family Planning

- Veteran eligible services
- Youth and other age appropriate services
- Work Incentive Benefits Planning
- Child care
- Volunteer Income Tax Assistance

Currently, transportation support to workforce development participants include bus passes provided through WIOA Title I Youth and YouthBuild programs based on demonstrated need to support employment activities. Bus passes, handivan coupons, and mileage allowance is provided by DVR for VR eligible clients. In addition, the Benefit, Employment and Support Services Division of DHS provides child care for eligible clients.

The other support services listed above are those that are currently offered upon eligibility, which are only pursued for participants as a result of self-disclosure. However, in the past these services have not been clearly defined or applied consistently throughout the workforce development system. Therefore, the Board (in FY17) will develop a comprehensive action plan to coordinate workforce investment activities with the provision of transportation, including public transportation and other appropriate support services. As soon as this strategy is established, which will take place through the RFP solicitation of a new one-stop provider, it will be included in the Local Plan.

<p>3.9 Based on the analysis described in Section 1.1-1.3, identify the populations that the local area plans to focus its efforts and resources on, also known as targeted populations.</p>

The City and County of Honolulu workforce system will tailor its services to be culturally and age appropriate, and will target and provide priority of services to the following populations:

- Veterans
- Homeless individuals
- Native Hawaiians
- Individuals with disabilities
- Unemployed adults and youth
- Underemployed adults and youth
- Dislocated workers
- Ex-offenders within a two-year reentry status
- Individuals with limited English proficiency
- Low-skilled adults, including those who lack a high school credential
- Individual who receive public assistance

For homeless individuals or families, outreach is conducted at emergency and transitional shelters, community health centers, social service agencies and occasional outreach on the streets, beaches or parks. The City's Department of Community Services is a member of Partners in Care, the Continuum of Care funded under HUD, and administers Housing First and other programs serving people who are homeless. Outreach for Native Hawaiians is conducted through the network with Native Hawaiian organizations such as Queen Liliuokalani Children Trust, Office of Hawaiian Affairs, Kamehameha Schools, and ALU LIKE which has been a one stop consortium partner, and with community based

organizations on the Windward and Leeward areas of the island where there is a concentration of Native Hawaiians. Youth with disabilities are outreached at high schools and college campuses, and individuals with disabilities at any age are outreached through partnerships with DVR, Ho'opono, State Rehab Council, Developmental Disability Council, University of Hawaii Center on Disability Studies, community based organizations serving people with disabilities such as Abilities Unlimited, Center on Independent Living, other Ticket To Work vendors, and efforts undertaken under the Disability Employment Initiative grant.

3.10 Based on the analysis described in Section 1, identify one to three industries where a sector partnership(s) is currently being convened in the local area or there will be an attempt to convene a sector partnership and the timeframe.

In FY17 the Board will establish and convene sector partnerships in the priority areas articulated in the Local Plan. The Board role in this effort will be to develop and align workforce and economic priorities that will then be emphasized in the implementation of the career pathways model. For example, sector priorities are determined by LMI and economic development priorities, sector partnerships are then established based on the determined sector priorities, the sector partnerships then drive the career pathway efforts that will be implemented throughout the workforce development system.

The Chamber of Commerce Hawaii, with support from the Board, will convene sector partnerships for the industries that are expected to have the highest growth and available jobs from 2016 to 2020. These partnerships will be convened in late FY17. The industries that will be targeted include:

- Healthcare
- Hospitality and Tourism
- Construction

Each sector partnership will include industry leaders along with education, workforce development, economic development and community organizations. By July 1, 2017, each sector partnership will have a set of key priority issues identified by the target industry. Once key priority issues are identified, career pathways services will be developed among workforce partners to support movement of jobseekers into employment in these industries.

Currently, the technology industry has a strong sector partnership, led by the Chamber of Commerce Hawaii, working with industry leaders, particularly the CIO roundtable. Then the High Technology Development Corporation (HTDC) will be working with workforce development organizations like Oahu WorkLinks and with the trainers to develop training programs. HTDC is also working with HIDLIR to assist them with the tech apprenticeship program.

- Hawaii launched two industry-led, education and public sector-supported partnerships that allowed for businesses to work collaboratively with economic and workforce development partners to enhance industry competitiveness and prepare workers with the skills they need.

They first involved the finance and banking industry led by the Hawaii Bankers Association and the second involved the IT/cybersecurity industry led by the CIO Council of Hawaii, in partnership with the Chamber of Commerce Hawaii. As a result, two new certificate programs are being developed by the community colleges.

In 2017, this strategy will continue to drive meaningful in-depth discussion with employers and regional partners to generate education and workforce priority-setting and develop an integrated set of measurable outcomes, key strategies, specific actions, and commitments to deliver results that grow the industry.

3.11 Based on the analysis described in Section 1, describe the local investment strategy toward targeted sectors strategies identified in 3.10 and targeted populations identified in 3.9.

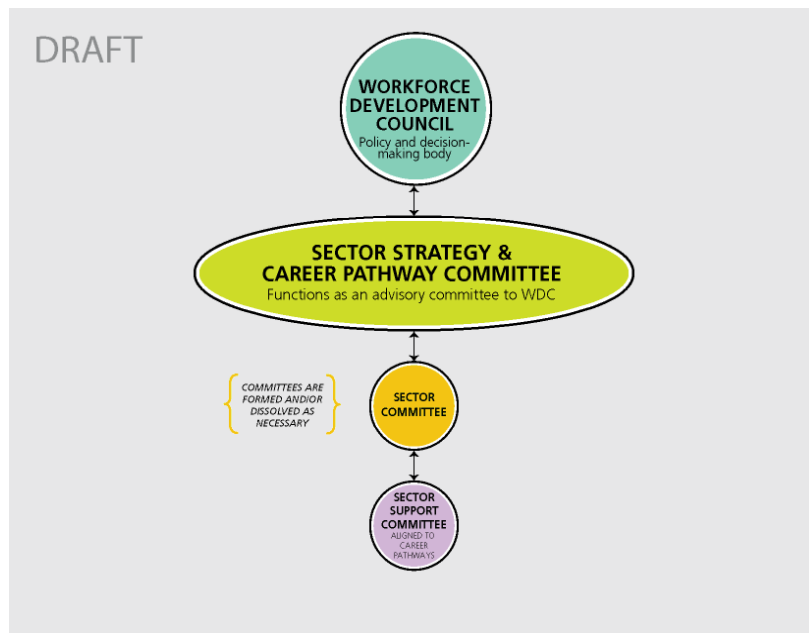
The Board will develop a strategy to ensure targeted populations receive priority of services. This will be established through the RFP solicitation of a new one-stop provider, the negotiation of MOUs and coordination of services among core partners. The Local Plan does describe how outreach will be provided to each vulnerable population, but the Board needs to further develop strategies to ensure priority of services to these populations. Once established, it will be included in the Local Plan, possibly through the further development and implementation of the Coordinated Service Delivery Model, a priority of service checklist could be included.

The Board will establish and convene sector partnerships in the priority areas articulated in the Local Plan. The Board role in this effort will be to develop and align workforce and economic priorities that will then be emphasized in the implementation of the career pathways model. For example, sector priorities are determined by LMI and economic development priorities, sector partnerships are then established based on the determined sector priorities, the sector partnerships then drive the career pathway efforts that will be implemented throughout the workforce development system.

Each sector partnership will include industry leaders along with education, workforce development, economic development and community organizations. By July 1, 2017, each sector partnership will have a set of key priority issues identified by the target industry. Once key priority issues are identified, career pathways services will be developed among workforce partners to support movement of jobseekers into employment in these industries. Populations identified in 3.9 of this Plan will receive priority of services for sector strategy efforts in order to move these individuals into sustainable employment and self-sufficiency. Outreach efforts of the entire workforce system will target these populations.

- The work of the State's Workforce Development Council (WDC) committees is interdependent and a necessary part of the overall Career Pathways model. The career pathways system will integrate with the sector strategy approach and we will continue to actively engage with all of the committees, but in particular, the Employer Engagement committee and Career Pathways & Sector Strategies committee whose goal is to establish training and educational strategies to develop and improve the skills and knowledge of employees and job seekers based on employer requirements.

- Proposed WDC Committee Structure:



NOTE: COMMITTEE FUNCTIONS

Sector Committee

Function: Focuses on a specific sector (example: IT/cybersecurity) and uses the sector strategy approach whereby employers sit at the table to drive the discussion regarding industry needs.

Sector Support Committee

Function: Involve the WIOA Career Pathway System committee members to help implement appropriate strategies and tactics identified in the WIOA State Unified Plan.

The Board will include UI among core partner agencies when establishing coordination of services as described earlier in the Local Plan. This will include RESEA, which assists unemployment insurance claimants in returning to work quickly, provides group sessions on labor market information and job search requirements, provides individualized services on career counseling and assessment of career goals, and assists with job search, referral and placement. Also, included in an earlier section of the Local Plan is a strategy that will link UI claimants through the workforce development system in an effort to transition them into related employment.

Core partners, including DVR, will work to ensure meaningful work opportunities for jobseekers. Core partners will engage effectively with employers by building a bridge between employers and jobseekers. The career pathways system will create a whole range of things employers can do to support the workforce development system and get jobseekers ready for work, with the ultimate goal being employment. Involving in-demand industries in sector partnerships will help employers figure out what it is they can do to move jobseekers along a ladder of developing the skills and networks they need to be successful employees. The Board's employer engagement model will embed a core set of professional

and life skills that will forge strong partnerships between core partners and employers, and incorporate high-touch mentoring support, wraparound services, and workbased experiential learning, such as on-the-job, customized and incumbent worker training.

3.12 Identify and describe the strategies and services that will be used to:

Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs in addition to targeted sector strategies;

Support a local workforce development system described in 3.2 that meets the needs of businesses;

Better coordinate workforce development programs with economic development partners and programs;

Strengthen linkages between the one-stop delivery system and unemployment insurance programs.

This may include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1. [WIOA Sec. 108(b)(4)(A&B)]

The Board recognizes that in order to ensure meaningful work opportunities for jobseekers, organizations must engage effectively with employers by building a bridge between employers and jobseekers. A purpose of the career pathways system is to create a whole range of things employers can do to support the workforce development system and get jobseekers ready for work, with the ultimate goal being hiring. Involving demand industries in sector partnerships will help employers figure out what it is they can do to move jobseekers along a ladder of developing the skills and networks they need to be successful employees. The Board's employer engagement model will embed a core set of professional and life skills that will forge strong partnerships and incorporate high-touch mentoring support, wraparound services, and work-based experiential learning, such as on-the-job, customized and incumbent worker training.

Strategies to Support Employer Engagement

- **Developing a Shared Language** – Learning the language of employers is a key strategy. We have to understand how employers are talking, what their needs are, and how workforce development can be an effective partner.
- **Using Business Principles to Drive Partnerships** - Businesses are indeed interested in partnering with workforce development systems that understand market-driven principles and respond to clear needs. Workforce development in Oahu County will not just be about helping unemployed jobseekers find jobs, but will also be designed to help employees keep their jobs, receive training to enhance their employment, and move into better positions within or across companies.
- **Influencing Employer Culture** - Employer engagement can change the way employers see jobseekers and thus expand opportunity to many more.

It is important for Oahu to link workforce development and economic development efforts, which is why the City and County of Honolulu's Office of Economic Development will be a key partner in our local workforce development system, as well as other departments impacting the workforce system. The City's

City and County of Honolulu WIOA Local Plan

economic policies focus on long-term economic growth, and its workforce development policies build and supply a labor force to meet the demand generated by that economic growth. This is a key purpose of the sector strategies – to link supply with demand.

The Chamber of Commerce Hawaii has sponsored a Sector Summit in each county in order to establish employer led sector partnerships. Once priority sectors have been selected through this effort, they will be aligned and integrated with the growth sectors that have been identified in this plan. The Board will then move forward with establishing industry-led sector partnerships that integrate education and training and will be emphasized in services to jobseekers.

The Wagner Peyser funded staff perform the work test function for Unemployment Insurance (UI) claimants. Although filing for UI claims is all done online, there is a segment of our population that is challenged by filing their claims online. One-stop staff assist them with their filing, and at the Dillingham comprehensive center, there are dedicated computer terminals for this purpose. The Title I funded staff provide additional information on services available under the Dislocated Worker grant, conduct briefing sessions on training services and provide career planning and ITAs for those interested in re-training. Outreach is conducted with businesses to promote the hiring of dislocated workers on On-the-Job Training under Title I or direct placement. Claimants and businesses may participate in the State funded Volunteer Internship Program (VIP), a short term voluntary program that allows both the claimant and employer to work with each other to explore the possibility of a permanent hire. UI is a key partner in all rapid response efforts because individuals facing layoff are most anxious to know about their UI benefits.

One stop staff belong to business associations such as chambers of commerce and Society of Human Resource Management chapters. They network with employers through speaking engagements and group presentations to industry associations and also one on one visits to individual employers. They build long term relationships with employers to sustain their engagement and listen to their business needs during the various phases of the business cycle. For example, if the business is growing, one-stop staff will offer recruitment assistance, candidate referrals and job fairs. If a business is in a down cycle, one-stop staff will offer outplacement services. Businesses are educated on the menu of services available from the various partner programs such as on-the-job training, apprenticeship, tax credit, incumbent worker training etc. Assistance is also provided to businesses to navigate community resources and social services to help them with retention of employees.

The Board will include UI among core partner agencies when establishing coordination of services as described earlier in the Local Plan. This will include RESEA, which assists unemployment insurance claimants in returning to work quickly, provides group sessions on labor market information and job search requirements, provides individualized services on career counseling and assessment of career goals, and assists with job search, referral and placement. Also, included in an earlier section of the Local Plan is a strategy that will link UI claimants through the workforce development system in an effort to transition them into related employment.

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3.13 Does the local board currently leverage or have oversight of funding outside of WIOA Title I funding or county general funds to support the local workforce development system? Briefly describe the funding and how it will impact the local system. If the local board does not currently have oversight of additional funding, does it have future plans to pursue them?

The Board does not have oversight of non-WIOA funds. OWDB Administration is currently understaffed. When more staff is hired, the Board will consider the possibility of pursuing additional funding.

Section 4: Program Design and Evaluation

Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board, partners and stakeholders.

4.1 Describe how the local board, working with the entities carrying out core programs, will coordinate activities and resources to provide high quality; customer-centered services and expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. [WIOA Sec. 108(b)(3)]

Individuals with Barriers to Employment	
Native Hawaiian	The American Job Center along with core programs in partnership with Alu Like will target workforce services to Native Hawaiians through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan
Ex-Offenders	<p>The American Job Center along with core programs in partnership with the Department of Public Safety will target workforce services to ex-offenders within a two-year reentry status through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan.</p> <p>McKinley Community School for Adults will provide adult education services to this population through career pathways into employment.</p> <p>The State Department of Public Safety reported 69 offenders, self-identified as Native Hawaiian are participating in the furlough program on Oahu. These individuals are Oahu residents.</p>
Youth	The American Job Center along with core programs will target workforce services to out-of-school youth through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan
Individuals with Disabilities	The American Job Center along with core programs will target workforce services to individuals with disabilities through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan
Veterans	The American Job Center along with core programs in partnership with the Department of Veterans Affairs will target workforce services to veterans through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan
Homeless	The American Job Center along with core programs in partnership with the City's Department of Community Services, Community Assistance Division (Section 8) will target

	workforce services to homeless individuals through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan
Low Skilled Adults	<p>The American Job Center along with core programs will target workforce services to low-skilled adults through our <i>Coordinated Service Delivery Model</i> described in 3.1 of this Plan</p> <p>At MCSA, transition coordinators reach vulnerable populations by assuming responsibility for planning, organizing, monitoring and providing support for the transition program and centers that are located on Oahu, Kauai, Maui, Lanai, Molokai and the Big Island (Corrections). The coordinators also facilitate and provide opportunities for students to enter employment, post-secondary training as well as re-entry programs for inmates released into the community. Other related duties include planning, program implementation with partners.</p> <p>Transition coordinators provide outreach and relationship building to engage students in need. They work on building referral pathways through informal and referral pathways by identifying and partnering with other agencies and organization.</p> <p>They also provide students with an Individual Plan (IP) that is focused on appropriate career pathways.</p> <p>Support services for students to ease transition from community school to work or post-secondary education. Providing regular contact necessary to encourage and help students remain engaged and focused on their end goal.</p> <p>B. Satellite sites and venues within the community that accommodate a variety of basic education, adult secondary, workplace literacy classes and ELA & IELCE programs that are integrated with Civics within the English Language Acquisition curriculum.</p> <p>C. Community schools advertise program</p>

	<p>offerings and services through the Star Advertiser, school website, Facebook, Twitter, school app, and flyers.</p> <p>D. Provide distance learning and use of technology to meet needs of student population through online learning options. Extends reach of programs through public access computers, smart phones, and other mobile devices.</p> <p>Online instruction allow for extended reach of programs and provides a convenience that allows students to more effectively manage their education and other responsibilities.</p> <p>A blended or hybrid approach to teaching that includes both face to face and online learning strategies is offered at McKinley CSA.</p> <p>E. Networking and partnership with Department of Labor and Voc Rehab to identify student needs, finding and reaching clients, building capacity and ensuring continuity.</p>
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Others:

Collaboration with other service providers (e.g. homeless shelters, community health centers)

The development of a Local Plan that established an improved local workforce development system evolves over time. The Board articulates in the Local Plan strategies to provide outreach to engage target populations in order to provide them with access to workforce development services. The purpose of workforce development services is specifically to increase their access to employment by providing the education, training and support services they need to acquire the skills, knowledge and credentials necessary for employment. By targeting these populations, each will achieve the bulleted items above.

The elements of the Coordinated Service Delivery model are identified in section 3.1 of this Local Plan. Once the state develops and disseminates the common intake/assessment process, core partners will come together to apply it in the context of coordinated service delivery. The key pieces of this process is to provide all participants of the workforce development system an individualized, customized services plan, which includes a robust referral network with comprehensive support services.

The first step in developing strategic partnerships is to establish the partnership, which is described in the Local Plan. Once these partnerships are developed, a detailed plan for how they will play out within the workforce development system can be articulated.

In FY17 the Board through its Performance Measures and Accountability Committee will work with core partners and other key services providers to determine strategies for coordination of services, and will continue to monitor and improve upon this through the four-year period of this Local Plan.

4.2 Describe how the local board will facilitate the development of career pathways, consistent with the Career Pathways Definition. [WIOA Sec. 108(b)(3)]

The Oahu WDB will support and utilize the State’s Career Pathways Model:

Introduction

Hawai`i will collaborate with education (K-12), postsecondary, adult education, employers, and other core partner stakeholders to establish career pathway systems that make it easier for students, adult learners, job seekers, etc. to attain the skills and credentials needed for jobs. The workforce, human service, and educational systems must be in alignment through cross-agency planning, shared common performance measures that inform data-driven decision making, and develop strategies for sector partnerships and career pathway systems and programs at the local level.

Hawai`i will use a Career Pathway Framework Model whose approach connects progressive levels of education, training, support services, and credentials for specific occupations in a way that streamlines the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and actively engages employers to help meet their workforce needs and strengthen our state’s economies. This Framework will benefit a wide variety of participants including high school, postsecondary, and adult learners – both traditional and nontraditional.

Career and technical education programs of study, including those that lead to industry recognized credentials, are a critical component of career pathway systems, along with pathways serving lower-skilled adults, high school students, disconnected or “opportunity” youth, veterans, incumbent workers, individuals with a disability, public assistance recipients, new immigrants, English language learners, and other targeted populations.

Education Component of Hawaii’s Career Pathway System

The education component of Hawai`i’s Career Pathway System spans the state’s secondary and postsecondary career and technical education systems and begins with a framework made up of nine pathways. All occupations fit into one of these nine pathways:

- (1) Agriculture, Food Innovation, and Natural Resources, (2) Arts, Creative Media, and Communications, (3) Business, (4) Culinary, Hospitality and Tourism, (5) Education, (6) Health Sciences and Services, (7) Industrial and Engineering Technology, (8) Information Technology, and (9) Law, Government, and Public Safety.

The occupations within the pathways are the subject of Hawaii’s Programs of Study (POS). POS have been developed through collaboration among the HDOE, the UHCCS and business and industry. Each POS incorporates secondary and postsecondary elements required to meet academic and career technical education (CTE) content areas that result in an industry-recognized credential, certificate, or an associate or baccalaureate degree. The POS are a non-duplicative sequence of courses taught by appropriately

trained instructors that encompasses rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Secondary Level: The Hawaii Department of Education (HIDOE) continues to implement its strategic plan to graduate all students “College, Career, and Community Ready.” They work with employers, advisory committees, workforce and economic development partners to ensure educational policies, curricular content, instructional approaches, etc. are in alignment with federal guidelines and initiatives. The HIDOE requires that individual high school CTE improvement plans address the State’s economic development initiatives, comprehensive counseling and guidance, integration of State academic standards and with industry standards, and transitions and partnerships with postsecondary and business and industry.

The POS have been aligned to the HIDOE graduation requirements, and students who receive a HIDOE diploma may enter the UHCCs and/or the UH 4-year campuses and continue in their POS to the level of certificate and/or degree. The POS also include opportunities for secondary students to earn dual, concurrent, and articulated postsecondary credits prior to graduation, thereby reducing their time after high school to the completion of a postsecondary certificate or degree.

Postsecondary Level: The UHCC’s provide high-skills, career-focused curriculum accessible to all students which directly supports Hawaii’s economic development plans and addresses the mission and Strategic Plan goals of the UHCCs. Ultimately the POS leads to a recognized postsecondary degree, certificate, and/or a credential. The postsecondary components of the POS are developed by college faculty in accordance with national accrediting organizations and in consultation with local business and industry, and aligned to national standards where appropriate. They are reviewed by college-level administration, and when required, are approved by the University of Hawai`i Board of Regents.

The POS are driven by the economic needs of our State. The UHCCS are required to use data to identify gaps and student needs when developing campus plans. The campuses consult and collaborate with the Workforce Development Council, the State Department of Labor and Industrial Relations, labor boards, and business and government leaders to determine the CTE needs of the State and each community that the colleges serve. With this input, programs are developed or revised/updated to meet those needs. Through the community-based program advisory committees there are continuous, on-going discussions of the colleges’ program curricula and the number and quality of graduates produced by the programs.

The UHCCs have also developed and implemented a program review model that ensures quality of curriculum, instruction, and student learning and ensures the consistency of data elements and data definitions across the system. They also work with Advisory Boards including employers, workforce agencies, educational institutions, human services agencies, and community-based organizations related to career pathways. The collective input of all stakeholder agencies play an important role in the development of statewide strategies for building career pathways that align the education and workforce systems with the in-demand needs of employers. This partnership will also leverage resources in order to expand upon the services available to all learners, including braided funding.

As a key partner in the Hawaii Career Pathway System, McKinley Community School for Adults (MCSA) provides access to and opportunities for education, training and support services for individuals with greatest barriers to employment. As the educational component of the “system” McKinley has aligned itself with workforce, vocational rehabilitation, apprenticeship programs, business, and the post-secondary institutions to deliver services to our clientele. This alignment with Hawaii’s core partners education, employers, and the public workforce system makes for an efficient and effective use of resources. Also included are the post-secondary Career and Technical Education (CTE) programs under the Carl Perkins Career and Technical Education Act and programs under Temporary Assistance for Needy Families (TANF).

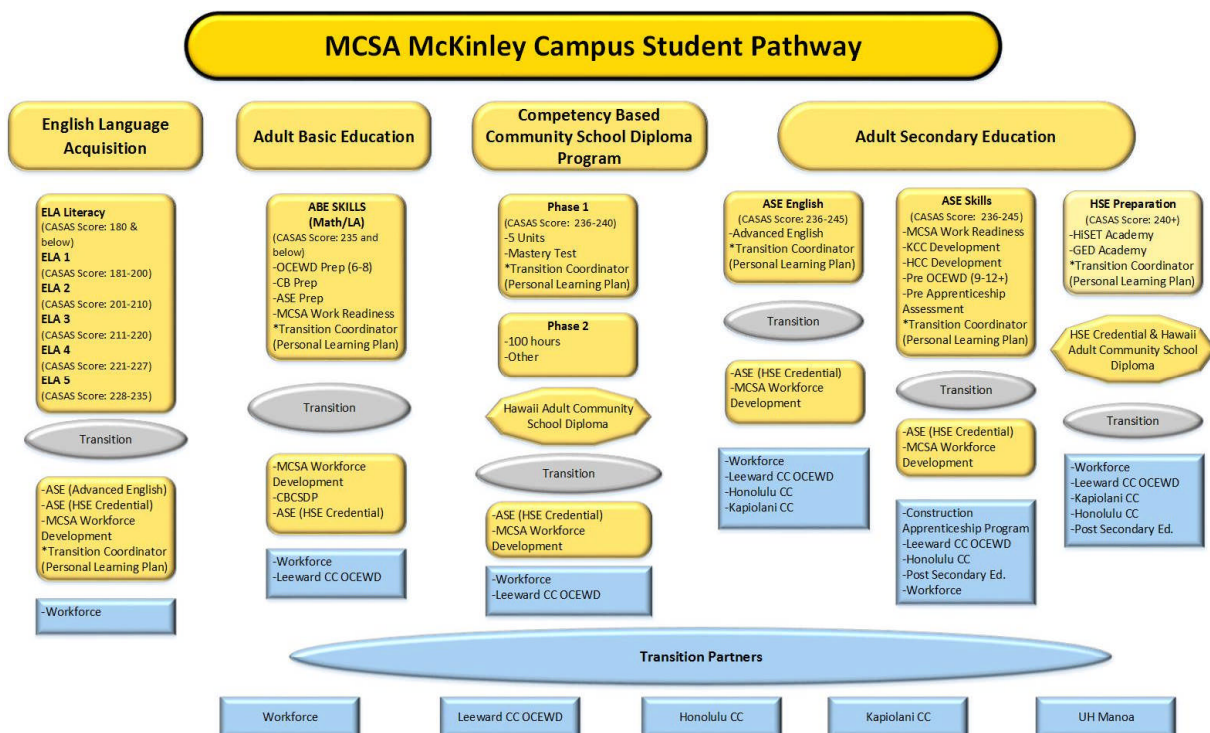
MCSA’s program offerings include Adult Basic Education, Adult Secondary Education, English Language Acquisition, and Workplace Readiness. These programs prepare students through curriculum offerings by aligning skills needed by industries; preparing individuals to succeed in a range of educational options; concurrent education training opportunities that include the community colleges and apprenticeship training programs for specific occupations; and enable individuals to attain a high school equivalency credential, and at least one postsecondary credential.

4.3 Describe how the county board will utilize co-enrollment, as appropriate, in core programs and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) to maximize efficiencies and use of resources. [WIOA Sec. 108(b)(3)]

Grants provide tuition support, agencies provide case management to assist individuals to explore career pathways, apply for programs, etc. Agencies connect with local employers to learn of job openings and workforce training needs.

MCSA’s Career pathways model exhibits the extensive partnerships with the community colleges University of Hawaii, apprenticeship programs, and workforce. This pathway provides a quick and clear visual of the programs offered by McKinley. It is also an indication of the existence of an extensive partnership between the community schools, community colleges, and university for students to access a postsecondary education and credentials. In addition, each campus has tailored career pathways for their individual campuses that reflect the specific need of their school community.

MCSA Transition Coordinators work collaboratively with the American Job Centers, apprenticeship programs, and colleges and provide students with the initial access and entry to post-secondary education tailored to their individual needs.

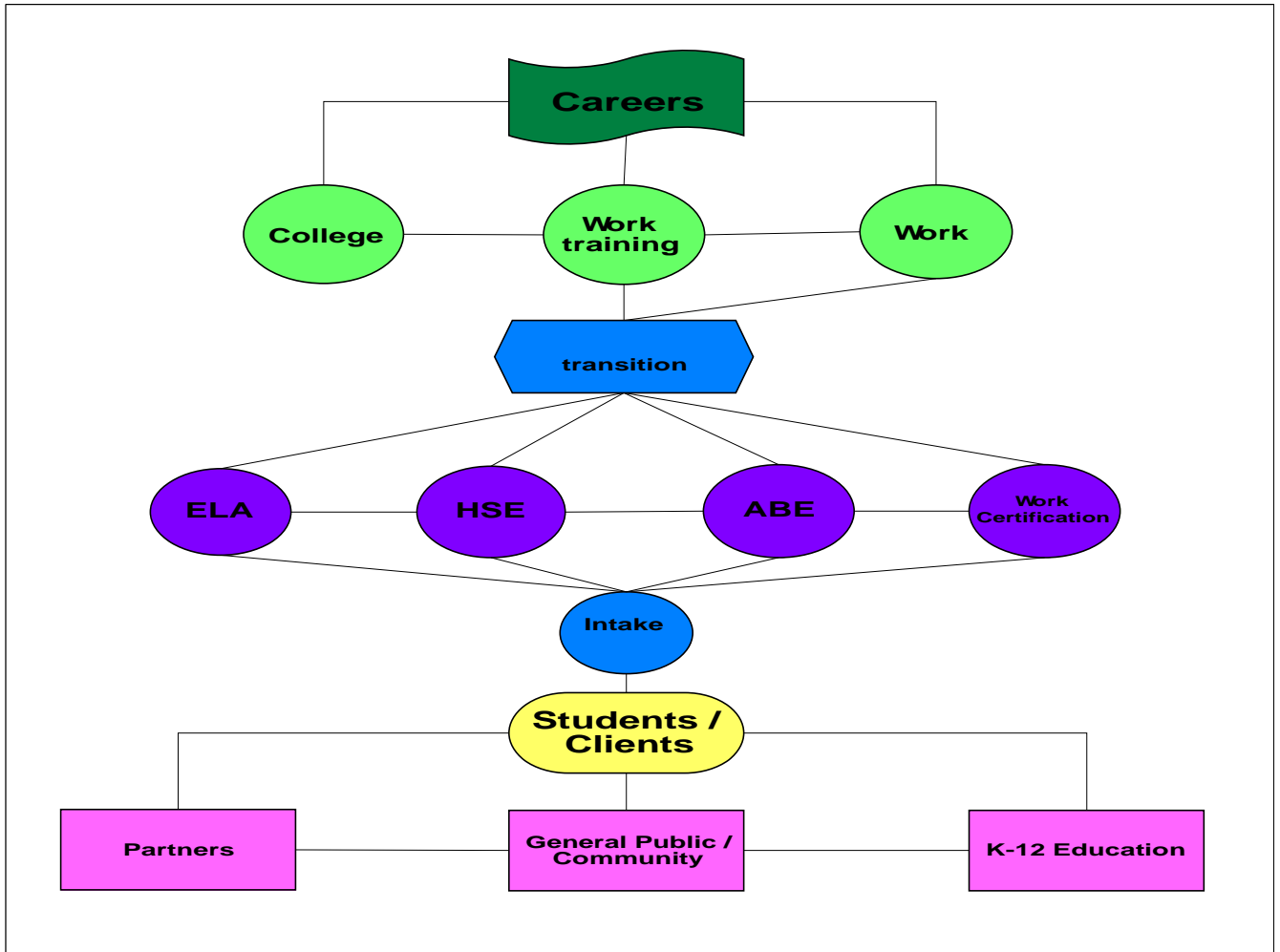


Local boards will be asked to answer the following question (4.4) at a later date after additional federal guidance and final regulations are released by the USDOL.

The description in the Local Plan is the statewide career pathways model. The Board will support the implementation of this model in the City and County of Honolulu by requiring core partners to utilize this model in their delivery of services, but driven by the sector priorities identified for the City and County of Honolulu.

The recommended headings will be added to the Local Plan, and Waipahu's Career Pathways model will be added:

Waipahu Community School for Adults College & Career Pathway Model



Co-enrollment is part of the career pathways model that is described by the state and will be implemented locally. This will allow for participants of the workforce development system to receive education, job training and support services simultaneously. Specifically, it will allow participants to be enrolled in adult education concurrently with postsecondary program. In addition, Integrated Education and Training models, which will be a requirement of AEFLA, will further allow for co-enrollment strategies. It is a requirement that IET models include the attainment of an industry-recognized credential, and illustrate to the participant the notion of stackable certificates (i.e., how they advance along a career path as they obtain credentials).

The Board will continue to work with core partners (as described earlier in the Local Plan) to improve coordination of services, expand access to services, facilitate the implementation of career pathways. As

the Board and core partners convene to review progress, necessary improvements to the system will be articulated in the partner MOUs, which will be reviewed annually.

4.4 Describe county board actions to become and/or remain a high-performing board, consistent with the factors developed by the Workforce Development Council. These factors have not been determined but will include effectiveness and continuous improvement criteria for local boards to assess one-stop centers, guidance on one-stop center infrastructure funds, and roles and contributions of one-stop partners [WIOA Sec. 108(b)(18)]

Further guidance for this will be provided by the state and no response is needed at this time.

4.5 Describe one-stop delivery system in the local area, consistent with the One-Stop Center Definitions including:

a.) How the county board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and jobseekers. [WIOA Sec. 108(b)(6)(A)]

The Board recognizes the importance of the American Job Center/One-Stop to implementation of the WIOA changes. The American Job Center/One-Stop center(s) are pivotal to the success of the program. For this reason, the Oahu Workforce Development Board will issue an RFP for the One-Stop Center Operator and will focus on building a strong center with strong partnerships. The Board recognizes that there will be challenges in building this new partnership model that requires co location with partners and shared resources to accomplish the goals. With limited staffing capacity, the Board has determined that issuing one solicitation and allowing time to build the one stop to meet the mandates and intent would be in the best interest of the Board, employers, and job seekers.

In doing this, the Board will continue the services of the existing adult and dislocated worker program provider to ensure continuity of services as the one-stop system is built and the partnerships and roles secured and defined. The current Adult and Dislocated Worker program provider has been providing the services and has the experience and knowledge of WIOA and the workforce system to allow for the building of the overall system through solidifying the partnerships and implementation of the American Job Center mandates.

The American Job Centers on Oahu will operate through a centralized center and satellite centers that will be determined through a process that will be data informed and include negotiations and collaborative efforts among the partners. The Board, through its Performance Measures and Accountability Committee will work with staff to evaluate the system as it develops and evolves and after allowing a reasonable time to build the American Job Center/One stop system will determine how to proceed with the other services such as the Adult and Dislocated Worker programs. The plan is to allow at least 18 months for the building of the American Job Center/One Stop system. The Board will work closely with the executive director to ensure the build of the center and will determine how the board can work with the center, primarily with the data gathered from the center, to better identify how the Board can build employer engagement and support. This approach and strategy recognizes the

synergy between the board, employers, and the American Job Center, and those seeking employment--especially those with barriers to employment.

The American Job Centers on Oahu will operate through one comprehensive center in Honolulu and another affiliated center in Waipahu. These centers will provide a variety of services to assist individuals to meet their employment and training needs (as described in 3.1 of this Plan), while also assisting local employers to meet their needs for qualified workers.

The one stop provides space for co-location of Title I, III, and IV partners as well other required and interested partners. Space may be made available to Adult Education and Community Colleges to provide training services. Jobseekers and employers are welcome to use the Resource Center computers to access HireNet and other labor market tools. Staff assistance is provided for job seekers who need additional help. Job fairs and recruitment fairs are hosted at the one-stops.

The American Job Centers will provide:

- Career services to adults or dislocated workers e.g. labor exchange services; workforce and labor market employment statistics information; provision of eligible training provider performance information; information and referral to support services etc. in formats understandable to customers.
- Individualized career services e.g. comprehensive skill assessments; development of individual employment plan; career planning; internship/work experience; integrated education and training programs and follow-up services.
- Training services when adults and dislocated workers are determined to be in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment.

Priority of use of adult funds will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

Partnership arrangements vary depending on the structure of the local One-Stop system and MOU's. The basic types of arrangements at full-service One-Stop Centers include:

- Simple Co-Location with Coordinated Delivery of Systems: Under this type of arrangement, several partner agencies share space and coordinate services, but each maintains their own separate identity and controls their own resources.
- Full Integration: All partner programs are coordinated under one management structure and accounting system. There is joint delivery of program services, and resources are combined.

The American Job Centers on Oahu have intake and registration systems designed so that individuals can easily access the best combination of partner services, in a way which is seamless and user-friendly, and meets their individual needs. An individual will experience intake and orientation so that, in addition to being made aware of the universally accessible core services which all individuals can utilize, the Centers will be able to quickly determine the full array of additional services from various partners that the customer may be eligible for; the Centers then work in collaboration with the customer

to determine which partner's services will best meet his or her individual needs. From the customer's perspective, the important thing will be that they are receiving the core, intensive, and training services they need to obtain employment and advance in their careers, and not be concerned about "who is paying for what". There will not be the need to apply for every partner's services separately, or the customer to engage in extensive negotiation and advocacy to receive the services of each partner. The details of how services are provided in an integrated, seamless way by the various partners will be worked out "behind the scenes" through the MOU process.

The Board will ensure continuous improvement of the American Job Centers through annual monitoring and holding the Center accountable to meeting negotiated performance targets which correlate to meeting the needs of employers and jobseekers.

The RFP for a new one-stop provider: [171088717Solicitation No. RFP-DCS-1088717.pdf](#)

<p>b.) Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology, and through other means. [WIOA Sec. 108(b)(6)(B)]</p>
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In addition to full service American Job Centers, local service delivery areas will have "satellite centers" which provide access to WIOA services.

At the comprehensive center, Title I funded staff from the Adult, Dislocated Worker and Youth programs will be located. WDD's Title III Wagner Peyser staff and Veteran staff as well as staff from Division of Vocational Rehab (DVR) will also be located full time. Other core and required partner staff are to be co-located at least part-time as negotiated through the MOUs. Basic career services, individualized career services, and training services will be provided under Adult and Dislocated Worker programs. Youth program elements will be provided.

Because of the population density on the west side of the island, there will be an affiliated center in Waipahu to provide convenient access to job seekers and businesses. Wagner Peyser, Veteran, and Title I Adult/Dislocated Worker staff will be located there. Basic career services, individualized career services and training services will be provided.

Limited services provided at satellite locations such as the Waianae Neighborhood Community Center or a partner program's office such as a Community College campus or electronic access points will be evaluated.

HireNet Hawaii is an online statewide database that is available for self service for job seekers and employers. The one-stop staff conduct outreach through partnerships with schools, churches, parks and recreation centers, community service centers, community health centers, public libraries or other organizations that have facilities in rural areas.

The Board will utilize strategies identified through the State's Rural Outreach Service Initiative to improve access to workforce development services for jobseekers in underserved, remote and rural areas, particularly through the use of technology.

Adhering to § 463.315 (see below), the Honolulu WorkLinks site at 830 Punchbowl Street, room 112 will be closed and the staff will be relocated.

§ 463.315 Can a stand-alone Wagner-Peyser [Act](#) Employment Service office be designated as an affiliated one-stop site?

(a) Separate stand-alone Wagner-Peyser [Act](#) Employment Service offices are not permitted under WIOA, as also described in [20 CFR 652.202](#).

(b) If Wagner-Peyser [Act](#) employment services are provided at an affiliated site, there must be at least one or more other partners in the affiliated site with a physical presence of combined staff more than 50 percent of the time the center is open. Additionally, the other partner must not be the partner administering local veterans' employment representatives, disabled veterans' outreach program specialists, or unemployment compensation programs. If Wagner-Peyser [Act](#) employment services and any of these 3 programs are provided at an affiliated site, an additional partner or partners must have a presence of combined staff in the center more than 50 percent of the time the center is open.

§ 463.320 Are there any requirements for networks of eligible one-stop partners or specialized centers?

Any network of one-stop partners or specialized centers, as described in [§ 463.300\(d\)\(3\)](#), must be connected to the comprehensive one-stop center and any appropriate affiliate one-stop centers, for example, by having processes in place to make referrals to these centers and the partner programs located in them. Wagner-Peyser [Act](#) employment services cannot stand alone in a specialized center. Just as described in [§ 463.315](#) for an affiliated site, a specialized center must include other programs besides Wagner-Peyser [Act](#) employment services, local veterans' employment representatives, disabled veterans' outreach program specialists, and unemployment compensation.

c.) Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C)]

Vocational Rehabilitation Services (VR) will be made available through the American Job Center and individual VR counselors will be available at the American Job Centers upon request.

It is the intent of the Board to have a full time DVR staff person located at the American Job Center. WorkHawaii has been contracted in the past by DVR and Ho'opono to provide job readiness and life skills training, employment services, summer Pre-Transition Employment services to their participants.

There will be several options for people with disabilities to receive workforce development services in the City and County of Honolulu. These options include:

- Directly accessing core, and non-disability intensive and training services: Like anyone else, people with disabilities will have the right to come into an American Job Center in City and County of Honolulu and access core services that are available. Additionally, they could be determined eligible for intensive or training services not targeted specifically for people with disabilities. Individuals with disabilities will be given full consideration for such non-disability services.
- Accessing VR services: If eligible, an individual will access and receive services from the state Vocational Rehabilitation (VR) agency via the American Job Center; however, not all individuals with disabilities are eligible for VR services, and there is no requirement that eligible individuals must use VR services. If an individual chooses not to use VR services, they will still be entitled to use the full range of other American Job Center services which they are eligible for.
- Accessing other disability services: Via the American Job Center, an individual may be able to access special programs for people with disabilities, such as intensive services delivered by the American Job Center, or referral to a disability agency (such as an approved community rehabilitation provider) for intensive or training services.
- Using the American Job Center in collaboration with a community agency: If an individual is already being served by a community rehabilitation provider (CRP) or other community agency, the agency staff will assist the individual to use the core services of the American Job Center as part of their overall efforts to help the individual obtain employment. This option is available for any individual served by any community agency.

All American Job Centers along with facilities and services provided at core program agencies and other formal partners will be ADA compliant per the ADA checklist:

<http://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf>

The Board will work to develop a policy to ensure the one-stop delivery system, including one-stop operators and the one-stop partners, comply with WIOA, Section 188 and applicable provisions of the ADA of 1990.

Oahu does not have an ADA person who monitors or visits business to give suggestions on if they are meeting ADA requirements or not. Business can pay a private consultant to do this type of work or The Hawaii Disability Rights Center is a non profit that can give training and guidance on ADA compliance. Their website is: www.hawaiidisabilityrights.org DCAB at the State only reviews plans for City buildings, but they have no way of enforcing this.

d.) Describe the roles and resource contributions of the one-stop partners and if memoranda of understanding or resource sharing agreements are used, provide a summary of those agreements. [WIOA Sec. 108(b)(6)(D)]

The Board will have an MOU with each core and required partner, including the American Job Center. Each MOU will describe a common vision and goals, roles and responsibilities, services that are provided by the partner via the American Job Center, how the costs of these services are funded, and how the partner will contribute to the operating costs of the One-Stop system. Each MOU will also indicate how individuals will be referred within the workforce development system.

The MOU will be developed as part of the negotiation process with a new one-stop provider in mid 2017. The Board will ensure that core partners as well as other services providers include in the MOU how their services will directly support the vision and goals of the City and County of Honolulu's Local Plan as well as resources contributions and how what they do will align with common performance targets.

The Board describes the criteria for selecting a new one-stop provider through the 2017 One-Stop Provider Solicitation (see attachment).

2017 One Stop Solicitation: [171088717Solicitation No. RFP-DCS-1088717.pdf](#)

e.) Describe how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for core programs and programs carried out by one-stop partners [WIOA Sec. 108(b)(21)]

The State plans to develop a common intake and assessment process for the workforce development system as described in the Unified State Plan. Once this process is developed, the Board will require this process be used by core partners and the American Job Centers in an effort to coordinate services and manage/share data among providers.

The Board will require participation in this common intake and assessment system through signed MOUs with core and required partners and the American Job Centers by articulating this requirement in the MOU.

4.6 Describe the process and criteria for issuing individual training accounts. [WIOA Sec. 108(b)(19)]

With limited exceptions, training services under WIOA in City and County of Honolulu will be provided through ITAs. If a person is determined eligible for training services, the individual receives an ITA, which he or she then uses to obtain training services from any approved provider of training services. The specifics of how ITAs operate vary, but could include vouchers, draw-down accounts, etc.

Currently, the process and criteria for issuing individual training accounts in the City and County of Honolulu's workforce development system is as follows:

The Board has established a lifetime amount or cap for each participant of \$8,000 (see attached policy). WIOA would pay the lowest cost for the same type of training program offered by providers. The customer would be able to enroll in the training program, with the provider of his choice, but if the program and provider of his choice charges more than the lowest cost for the same type of training the customer would be responsible for paying the difference between the lowest cost and what is charged by the customer's provider.

ITA procedures, if any, to cover costs of the following items provided by approved training providers: tuition and fees for training, textbooks, supplies, uniforms, and necessary training materials or testing fees for certification, and licensing examinations, tuition and fees for training are covered under the ITA. Textbooks, supplies, uniforms and necessary training materials as well as testing fees for certification and licensing examinations are covered under support services. Payment procedures are the same for ITAs and support services. Payments are made to providers and vendors who invoice the City. Payment must be authorized or pre-approved by the OWL Employment Consultant, Supervisor and Center Manager, prior to receiving the goods or services. In exceptional cases where customers advance the payment for tuition or support service item out of their own pocket, they may request for reimbursement only if pre-approval has been given.

Prior to establishing a training account for an individual, a counselor will have to determined that the participant is in need of training, assessed the individual's interests, abilities, and need for supportive services, established an appropriate training plan, worked with that participant to estimate the full cost of tuition and other training expenses needed to complete the plan successfully calculated the amount of total resources available from WIOA and other sources, provided guidance and training in evaluating training provider data in order to select wisely from the list of eligible training providers. The participant chooses which program to attend and what additional necessary training expense to charge again the ITA. However, all charges must first be approved as an allowable training cost by the American Job Center staff, usually the participant's counselor. In the case of tuition, the approving staff must also certify that the training is consistent with the training plan based on the participant's career goals and abilities. Tuition payments may only be made for programs that appear on the state list of approved trainers. Payments may be made directly to the vendor or reimbursed to the participant after submitting proof of payment. If a participant wishes to take advantage of a training program that costs more than their available ITA balance, that participant must demonstrate his/her ability to pay the excess cost prior to enrollment in the training program.

However, in FY17, the Board through its Executive Committee will develop a local policy on how training contracts will be used to support the above strategy and be in full compliance with 20 CFR Part 680.320.

4.7 If training contracts are used, how will the use of such contracts be coordinated with individual training accounts; and how will the local board ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided. [WIOA Sec. 108(b)(19)]

The Board will require the American Job Centers to coordinate all resources to provide the individual with all possible funding and opportunities to make sure that their career goals and training have been met. Job Center participants will be encouraged to research and use the ETPL (Kumu'ao website) to assist them in making their career/training choice. If an individual's training needs exceed the WIOA ITA cap, assistance will be provided to seek other resources and/or other service providers to assist them further with their training needs. If other agencies services fit the individual's training plan better than what is provided through the American Job Centers, then assistance will be provided to connect the individual to that provider to better assist them with their training needs.

In addition, to help guide individuals in choosing a training provider, the Board will ensure the American Job Center make information and data available on each provider's performance to ensure customer choice.

In FY17, the Board through its Executive Committee will develop a local policy on how training contracts will be used to support the above strategy and be in full compliance with 20 CFR Part 680.320.

4.8 Describe the process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. [WIOA Sec. 134(c)(3)(G)(iii)]

Through FY17 and ongoing, the Board through its Sector Strategies and Career Pathways Committee will work with the American Job Centers, core partner agencies and other key service providers to establish sector partnerships in demand industries. In-demand industries will be identified through state and local Labor Market Information as well as through efforts of the City and County of Honolulu's CEDS effort. In FY17, the Board will develop an action plan to establish these sector partnerships. Utilizing the statewide career pathways model the State develops (as described in the Unified State Plan), career pathways, which will include integrated education, job training and support services, will be established in the City and County of Honolulu that align to these sector partnerships in demand industries. The action plan the Board develops will include rigorous employer engagement and will include a strategy for employers in in-demand industries to become part of the local Eligible Training Provider List (if they are not already). The Board will include strategies in this action plan that encourage training providers, particularly those in in-demand industries, in the City and County of Honolulu who would like to be included within the ETPL to establish an account with the State. The State will review these submissions and verify information by following the ETPL statewide policy and local procedures (once established). Once the registration is approved, training providers will be able to include specific training programs to be listed on the ETPL.

In addition, the Board will identify strategies as part of this action plan that will encourage/incentivize jobseekers to choose career pathways that will move them into in-demand, sustainable-wage occupations, including those willing to relocate.

4.9 Describe how the local board will coordinate workforce investment activities in the local area with rapid response activities carried out in the local area (as described in section 134(a)(2) A). [WIOA Sec. 108(b)(8)]

The Board will carry out rapid response activities through the American Job Centers in partnership with core programs and other partner agencies when necessary pursuant to the State's Rapid Response Policy issued September 30, 2016.

Rapid Response is a stateside strategy designed to respond to business layoffs and closings by coordinating services and providing immediate aid to affected business and their workers. When Rapid Response is necessary in the City and County of Honolulu, local workforce staff will work with state staff as a team to assist employers and employee representatives to maximize public and private resources in order to minimize disruptions associated with job loss. Rapid Response in the City and County of Honolulu will provide customized services on-site at an affected business, accommodate work schedules, and assist employers and employees through employment transition. Rapid Response in the City and County of Honolulu will be carried out by state and local workforce development agencies in partnership with the local American Job Center where many services will be offered, from resume and interview workshops, career counseling, and job search to re-skilling and job training.

The City and County of Honolulu will provide immediate assistance to employers, employee organizations, and unions before a major layoff occurs. The following services will be offered:

- Job placement services registration
- Explanation of unemployment benefits
- Help with job loss stress
- Job related counseling and access to occupational skills training
- Resume writing
- Assistance completing job applications
- Career exploration and assessment
- Preparing for job interviews

The City and County of Honolulu will offer free tuition and books for those in of short-term training in a new occupation. In addition, basic skills and English language education programs will be offered to those who need it, as well as subsidized on-the-job training where an employer can be reimbursed for extraordinary training costs.

Based on the needs of the individual, the City and County of Honolulu's Rapid Response effort will also assist in locating other services and resources, such as:

- Business & economic development
- Legal aid
- Health insurance
- Mental health

- Financial assistance
- Food stamp assistance
- On Site Services

The Rapid Response Team will visit program staff to inform workers about available services. Representatives from WDD, Unemployment Insurance, job training agencies and community service agencies will be there.

Organized Job Fairs & Workshops: Before the layoff, employers may invite other employers to hire their employees. The City and County of Honolulu will provide workshops and events that bring together helpful resources to meet the needs of workers and to explain what may arise from losing a job.

Continuing Help: When a layoff occurs, the City and County of Honolulu workforce development system will continue to assist affected workers. Some workers may continue with employment counseling, job skill retraining, or job placement assistance.

Section 5: Compliance

5.1 Attach as *Attachment A*, the document signed by the Chief Local Elected Official (Mayor) designating the local workforce development board as the local (county) WIOA administrative entity.

OWDB Designation Letter: [Mayor Designation Letter.pdf](#)

5.2 Describe the competitive process and criteria (such as targeted services, leverage of funds, etc.) to be used to award subgrants and contracts for WIOA Title I Adult, Dislocated Worker, and Youth services; provide the names of contracted organizations, and the duration of each contract. [WIOA Sec. 108(b)(16)]

The Oahu Workforce Development Board issues a Request for Proposals (RFP) when sub-grants and contracts are to be offered. The Board's Finance Committee is responsible for managing that RFP process and bringing decision recommendations forward to the Board for all decisions related to disbursement of funds. Key funding consideration will be consistent with WIOA requirements: past effectiveness, targeting vulnerable populations, use of sector strategies and career pathways and meeting negotiated performance targets.

The Board is bound by the procurement rules of the State of Hawaii and the City and County of Honolulu. Purchases of services follow these laws, rules and guidance. The City and County of Honolulu, as the grant recipient, has opted to exercise its option to directly provide youth services through its Youth Services Center.

Currently, the Youth Services Center implements five youth programs that are joined together through one case management system that allows all participants to be dual enrolled into two or more programs to ensure their needs are addressed through an array of services and activities. The Center's unique service delivery strategy has resulted in the achievement of all program goals and outcomes, national awards and recognitions and additional funding. The Center Director will oversee the administration and implementation of the WIOA youth services and activities through the Youth Services Center.

Since 2009, the Center's YouthBuild Honolulu program participants have been dual enrolled into the WIA and WIOA youth programs. The dual enrollment ensures the YouthBuild participants have the case management support and training resources that allow them to receive career exploration, advance occupation training and post-secondary and employment placement after the completion of their YouthBuild training. The Board will continue to support this dual enrollment strategy and provide other support to ensure YouthBuild program services and activities are implemented.

The methods and timeframe for procuring the Title I Adult and Dislocated Worker providers will be placed on a future agenda of the Finance Committee. The decision to procure the One-Stop Operator separately from the program providers has been widely supported by the core and mandatory partners and has been expressed in several letters of support sent to the board.

5.3 Provide an organization chart as *Attachment B* that depicts a clear separation of duties between the board and service provision.

[2017 OWDB Organization Structure Chart C1.pdf](#)

5.4 Provide a roster of the local board as *Attachment C*, including the name, title, organization, of each board member; and the category that each member represents. [WIOA Bulletin No.04-15]

[OWDB Membership.pdf](#)

5.5 Provide the policy and process for nomination and appointment of board members demonstrating compliance with WDC Policy/WIOA Bulletin No.04-15.

The Board uses the same process for board nomination and appointment as the State through the WDC described here: <http://labor.hawaii.gov/wdc/files/2013/01/SN-04-WIOA-04-15-LWDB-Certification.pdf> and <http://labor.hawaii.gov/wdc/files/2013/01/SN-04-WIOA-04-15-w-Attmts-LWDB-Certification.pdf>

A local policy will be put on a future Board agenda by April 30, 2017.

The Board consists of no less than 19 and no more than 30 members. A majority of the board members (51%) represent private sector organizations. 20% represent labor or workforce development organizations. Also represented are core program agencies, the Vice President of the University of Hawaii Community College System and Shidler Business College. Members representing the private sector, labor, and workforce organizations are appointed by the Mayor.

The Board meets quarterly and at such other times as deemed necessary as the chairperson determines or as provided by the rules of the board. The Mayor may designate in writing another person to attend meetings on their behalf. The Chair of the Board is appointed by the Board in accordance with HRS Chapter 202 and is selected from private sector members. The Chair serves as the spokesperson for the Board.

5.6 Provide the completed Local Workforce Development Board Membership Certification Request included in WIOA Bulletin No. 04-15 (SN 04), as *Attachment D*. See <http://labor.hawaii.gov/wdc/files/2013/01/SN-04-WIOA-04-15-Attmt-2-Cert.-Request.pdf>

The Board's Certification Request is not yet available. In order to comply with the State's new process for nomination and appointment of Local Workforce Board members, pursuant to the Unified State Plan, the Board will go through the process of nomination and appointment of members. The Certification Request will be provided as soon as it is available.

5.7 Provide the name, organization, and contact information of the designated equal opportunity officer for WIOA within the local area.

Denise L. Tsukayama, Equal Opportunity Officer
 650 South King Street, 10th Floor
 Honolulu, HI 96813
 Phone: [\(808\) 768-8505](tel:8087688505)
 E-mail: dtsukayama@honolulu.gov

5.8 Identify the entity responsible for the disbursement of grant funds. [WIOA Sec. 108(b)(15)]

The funds are disbursed through the City and County Department of Budget and Fiscal Services (BFS).

5.9 Indicate the negotiated local levels of performance for the federal measures. [WIOA Sec. 108(b)(17)]

Employment (%) (2 nd Qtr. after Exit)		
	FY16	FY17
Adults	65.6%	67.6%
Dislocated Workers	71.0%	74.0%
Youth	56.0%	59.0%
Wagner-Peyser	53.0%	55.0%
Employment (%) (4 th Qtr. after Exit)		
	FY16	FY16
Adults	61.9%	63.9%

Dislocated Workers	67.2%	69.2%
Youth	52.9%	55.9%
Wagner-Peyser	56.0%	58.0%
Median Earnings (\$) (2nd Qtr. after Exit)		
	FY16	FY17
Adults	\$5,100	\$5,350
Dislocated Workers	\$6,476	\$6,776
Youth	--	--
Wagner-Peyser	\$4,965	\$5,114
Credential Attainment Rate (%)		
	FY16	FY17
Adults	49.0%	51.0%
Dislocated Workers	64.0%	66.5%
Youth	58.1%	61.1%
Wagner-Peyser	--	--
Education & Training – Skills Gains (%)		
	FY16	FY17
Youth 2nd Qtr after Exit	56.0%	59.0%
Youth 4th Qtr after Exit	52.9%	55.9%

5.10 Describe indicators used by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), contracted service providers and the one-stop delivery system, in the local area. [WIOA Sec. 108(b)(17)]

The Board will align performance for all service providers in the county. They will assess the level of impact that the collective efforts of the local workforce system has on regional prosperity throughout the county. Additionally, the Board will use its own performance measures to determine effectiveness of all service providers.

5.11 Provide a description of the replicated cooperative agreements, as defined by WIOA 107(d)(11), in place between the local board and the Department of Human Services' Division of Vocational Rehabilitation Services with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. [WIOA Sec. 108(b)(14)]

MOUs with current service providers that were established under WIA have been extended until a new One-Stop provider is selected under WIOA. Once the One-Stop Provider RFP is complete, new collaborative MOUs will be negotiated that will adhere to the coordinated services requirement under WIOA and avoid duplication of services; ensure roles and responsibilities of each service provider, including core programs, are articulated; and provide for more efficient and effective services to employment. Copies of the current MOUs that have been extended until the new ones are negotiated and



Current MOUs fo
OWDB.pdf

established can be found here: . The new MOUs will be attached to this Local Plan and made available to the state as soon as they are negotiated, signed and implemented.

5.12 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plan. If any comments received that represent disagreement with the plan were received, please include those comments as *Attachment E*. [WIOA Sec. 108(b)(20)]

The Board hired a contractor to facilitate the process of developing the WIOA Local Plan pursuant to the State's guidelines. Board members and stakeholders were engaged throughout the process. It involved email communication, webinars to review and provide comment to drafts of the Plan, and one face-to-face working session to discuss elements of the Plan that needed to be developed under the new requirements of WIOA, such as

- Coordination of services
- Sector strategies and career pathways
- Common intake and assessment
- Employer engagement

All board members and stakeholders were encouraged throughout the process to contribute to the development of the Local Plan. The public comment period was from December 9 through 23, 2016. The draft of the Plan was posted on the Board's website and disseminated broadly to constituencies across the county. Comments were received through a secure website, were considered for inclusion into the Plan and kept on file for audit purposes.

5.13 Attach the following to the Local Board Plan:

The Local Board's Bylaws as Attachment F:

<http://www.honolulu.gov/cms-dcs-menu/site-dcs-sitearticles/23754-owdb-board-member-resources.html>

The Local Board's Conflict of Interest Policy as Attachment G:

<http://www.honolulu.gov/cms-corethics-menu/site-ethics-sitearticles/6297-revised-charter-of-honolulu-2000-edition,-section-11.html#section11-102>

The Executive Committee of the Board will be reviewing all board policies to update and ensure alignment with the State's Unified Plan as well as compliance with WIOA.

State any concerns the local board has with ensuring the compliance components listed below are in place prior to October 31, 2016. N/A

Copies of documents are not required at this time but may be requested during monitoring.

- **Administration of funds**
- **Agreement between all counties and other local governments, if applicable, establishing the consortium of local elected officials**
- **Agreement between the Local Elected Officials and the Workforce Development Board**
- **Code of Conduct**
- **Approved Budget**
- **Memorandum of Understanding and/or Resource Sharing Agreements, as applicable**
The Board is currently developing the RFP for a one-stop operator, which will involve negotiations with key partners. Once MOUs have been negotiated and signed, they will be added to the Oahu County WIOA Local Plan and made available to the WDC.

Required policies on the following topics:

- **financial management including cost allocation plan**
- **internal controls**
- **cash management**
- **receipts of goods**
- **cost reimbursement**
- **inventory and equipment**
- **program income**
- **travel reimbursement**
- **audit requirements and resolution**
- **annual report**
- **property management**
- **debt collection**
- **procurement**
- **allowable costs**

Program Management including equal opportunity for customers, supportive services, needs related payments, file management, eligibility, self-sufficiency criteria, individual training

accounts, layoff assistance, priority of services, grievance for eligible training providers list, transitional jobs, stipends, training verification/refunds

Risk Management including records retention and public access, public records requests, monitoring, grievance, incident, disaster recovery plan

Board Policies including board appointment, board resolutions

5.14 Describe how the Local Board complies with the requirements of Hawaii's Sunshine Law on open meetings and meeting records (HRS §92) and WIOA Sec. 107(e):

(a) Who is notified of meetings and how are they notified?

- All members of the Oahu Workforce Development Board are notified of meetings via email. The emails of guests and members of the public who have indicated that they would like to be notified of future board meetings are also included in the email notifications.

(b) Where are meeting notices (agenda) posted?

- Agendas are filed with the City Clerk's Office 6 calendar days prior to a board meeting. The agenda is also posted at the meeting site on the day of the meeting.

(c) Where are the meeting minutes posted? How does the public access meeting minutes?

- As of January 1, 2016, approved minutes of board meetings are posted on the Oahu Workforce Development Board's website www.oahuwdb.org. The public may access Board approved minutes for meetings held before 2016 by submitting a request to the board.

(d) Attach as *Attachment H* the local board agenda and minutes for the last two fiscal years (2014 & 2015).

- [Board Agendas and Minutes](#) **NOTE:** Board Meeting Minutes do not exist for the following meetings: July 31, 2013, September 29, 2014, February 6, 2015. Minutes do not exist for these meetings because quorum was not reached; speakers were permitted to provide presentations for information only and no action was taken at these meetings.

(e) How will information regarding the designation and certification of one-stop operators, and the award of grants or contracts to eligible providers of youth workforce investment activities be available to the public?

- Information regarding the designation and certification of one-stop operators will be made available to the public on the Oahu Workforce Development Board's website: www.oahuwdb.org. Information about the award of grants or contracts to eligible providers of youth workforce investment is not applicable (see section 5.2).

The Board fully complies with the State's Sunshine Law: <http://oip.hawaii.gov/laws-rules-opinions/sunshine-law/>

Appendix